

The University of Chicago

PROVISIONS FOR STUDENT
ACTIVITY PROGRAMS IN COLLEGE
RESIDENCE HALLS FOR WOMEN

A DISSERTATION SUBMITTED TO THE FACULTY
OF THE DIVISION OF THE SOCIAL SCIENCES
IN CANDIDACY FOR THE DEGREE OF DOCTOR
OF PHILOSOPHY

DEPARTMENT OF EDUCATION

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By

FLORENCE M. THOMPSON

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CHAPTER I

INTRODUCTION TO THE PROBLEM

Definition and Significance of the Problem

The housing of college students is a perennial problem in institutions of higher learning. In America some institutions have accepted considerable responsibility for the life of a student following the British plan which centers both formal and informal education in the residential unit and renders it a highly significant educational force.¹ Other institutions have tended to follow the German practice of accepting no responsibility for the life of a student outside of the classroom. While all sorts of variations are found in this country between and including these two extremes, the advisability of housing students in college-operated halls has steadily gained in favor. This fact is attested to by the rapid rise of dormitory values from 1928 to 1938. In 1928 the value of dormitories in colleges and universities was \$177,084,681.² By 1938 it had risen to \$315,755,362, an increase of 78.3 per cent. During that same period of time the percentage of increase in all buildings, grounds and equipment was 63.6 and resident student enrollment increased 46.5 per cent.³ Such a rapid advance in dormitory building programs shows that

¹W. H. Cowley, "The History of Student Residential Housing," School and Society, XL (December 1-8, 1934), 705-12, 758-64.

²Biennial Survey of Education, p. 716, United States Department of the Interior, Office of Education, 1930, Bulletin No. 16.

³Biennial Survey of Education, p. 124, Federal Security Agency, Office of Education, 1940, Bulletin No. 2, Chapter IV, "Statistics in Higher Education."

administrators of higher institutions believe firmly in their value to the student personnel. It also indicates a demand for adequate housing facilities by students and other members of the college-supporting public.

The question arises whether the purpose of dormitories primarily is one of shelter or whether they make possible important educational services. The point of view held concerning this question basically will be determined by the conception which is held of the function of higher education. There are two widely different conceptions of that function. One of them is the aristocratic view that the business of college education is to train leaders only, and the other is the broader, democratic view that colleges should train not only leaders but the largest possible number for the highest type of citizenship. The philosophy underlying this study is based on the democratic view and assumes that institutions of higher learning are interested in providing situations which provoke not only intellectual but personal and social development.

Along with the development of the personality it is desirable that individuals be trained in the democratic processes. This study assumes that at all levels of education, student planning and participation are important in training for the democratic way of life. Strang¹ outlines the values to be gained from participation in activities under four headings: developmental, diagnostic, therapeutic, and social. Included in developmental values are the satisfaction of the basic needs—to do the things one is fitted to do, social, emotional, and aesthetic development,

¹
Ruth Strang, Group Activities in Colleges and Secondary Schools, pp. 15-27. New York: Harper and Brothers, 1941.

the building of values, attitudes and social norms, vocational adjustment, and the acquisition of knowledge and skills.

In regard to diagnostic values Strang believes that participation in activities may serve to correct existing maladjustments as well as to develop wholesome personalities because individual problems of development and adjustment may be discovered in the process of participation.

Therapeutic values are said to include such as the following: an opportunity for the student to work out more satisfactory relationships with other people, for developing new habit patterns, for becoming more self-reliant and independent, for becoming more aware of his problems, and for revealing to him his special talents and capacities.

Social values have reference to contributing to the welfare of the group as well as promoting the best development of individuals.

The residence hall has possibilities of being an integral part of the educational program. It is a valuable living situation which provides many opportunities for participation in activities which could be expected to further intellectual, personal and social growth. Many colleges do foster programs to achieve educational benefits from the residence-hall experience. In many cases the students themselves participate in the initiation and management of such activities. A study of the possible contributions of the residence hall to the educational program is needed now if the greatest return in the form of human betterment is to be realized from the large financial outlay involved.

This investigation is a survey which aims to ascertain certain general facts with regard to six aspects of residence-hall programs as they are operating at present. Such facts may serve

as a foundation for further research into specific aspects. The first aspect of college residence-hall programs included in this investigation pertains to the opportunities which are being provided for student participation. More specifically, it is concerned with the number and kinds of activities being used. This is an important consideration in that a reasonable variety and range are necessary if students are to have adequate opportunities for the exploration of activities which will satisfy the needs of each individual. The extent of provision in the residence hall will be somewhat influenced by the offerings on the campus in general; for that reason the investigation must take into account the activities maintained outside the residence halls proper.

The second aspect of residence-hall programs to be studied is concerned with the effectiveness of the various activities as judged by both the person directing the program and by the students themselves. Only those activities which are provided in the hall are evaluated. No criteria for evaluation were set up but an attempt was made to prevent the ratings being made on the basis of opinion only. This was done by asking respondents to indicate the degree of effectiveness according to the success with which an activity was actually found to be functioning rather than their opinion of it. The degree of effectiveness could be indicated in one of the three following ways: (1) proving very worthwhile, (2) creditable but not outstanding, (3) ineffective. It is important to know the relative effectiveness of activities in order to facilitate discrimination in the type to be provided, in order that the time and energy of the supervisory staff and all participants be put to the most productive use and in order to make the best use of the money expended and the facilities available.

The third aspect of residence-hall programs studied pertains to the kinds of activities for which students are given primary responsibility for initiation; development and control. As individuals approach adulthood society expects them to become increasingly more able to answer for their own conduct and obligations. It is possible that the activity program may serve as a laboratory for direct training in assuming responsibility. Because of the experience and special interest of the individual he is more capable of assuming the responsibility for certain activities more than others. An attempt is made in this study to ascertain the activities for which students are given responsibility. The method of indicating this on the questionnaire makes it possible further to indicate the relationship of student responsibility to the judged effectiveness of an activity.

A study of the methods, techniques, and agencies used to induce and encourage participation constitutes the fourth aspect of residence-hall programs investigated. Assuming that individuals should take part in activities in a manner and to an extent which is consistent with their needs, it follows that some inducement and encouragement are desirable. This study seeks to find those methods, techniques, and agencies which are most frequently used as a means of opening up the various possibilities to students. The various methods, etc. are checked in relation to their use with particular activities.

The fifth aspect with which this investigation is concerned has to do with the contribution which participation in the residence-hall activity program is making to the various areas of student relationships. This constitutes, primarily, an attempt to discover the particular sphere in which the residence hall can be expected to contribute most to the general educational service

given to students while in college. Information in regard to this aspect consists mainly of opinions expressed by students and head residences in regard to the learning experiences which they believe the residence-hall program provides.

The sixth aspect with which this investigation is concerned has to do with some factors which might influence the nature of residence-hall programs. No attempt is made to examine every factor which might possibly affect the status of the program. The factors selected for study include some for which data can conveniently be gathered and could also be stated in quantitative terms. They deal with certain considerations of the community in which the institution is located; of the school itself; the residence-hall situation; and the supervising personnel of the hall. The discovery of such factors should serve college administrators and head residents in planning the range and content of programs. It would also serve as a guide with regard to such matters as adequate building facilities, financing, and proper supervision.

Definition of Terms

The term "program" as used in this study refers to the experiences and activities which constitute a student's life in the residence hall. Such experiences and activities might be compared to subjects of study in the academic program, inasmuch as it is through their content and arrangement that the achievement of desired ends is accomplished. Civic education is an end to be desired. Student government in the residence hall, if based upon the spirit and practice of democratic principles, is an activity through which it is possible to learn these principles by actual experience.

The term "participation" is the sharing of experiences and activities with others. The example of student government cited above may be carried a step further; the residence hall has possibilities of serving as a laboratory in which students learn democracy through living as active participants in a democracy. The degree to which participants share the opportunities provided will vary with the individual and with the activity itself. One advantage inherent in participation is that the student will discover for himself the manner and extent to which he is able to share in the activities of others.

Related Studies

Relatively few studies have been made of the college residence hall. Those which have been made deal largely with the physical plant and equipment, dietary problems, and, more recently, the relation of scholarship to various kinds of housing. Inasmuch as this inquiry is concerned with the program of activities within the hall, the only studies reported here are those related to such programs.

Butts,¹ in a study conducted at the University of Wisconsin, attempted to show how the type of housing affected the students' adjustment to college life. He found that the organized house, in which class the residence hall falls, affords its residents social contacts, helps to banish loneliness, makes it easier to find friends and reach a social adjustment, subjects them to more cross currents of social attitudes and influences, and widens their knowledge of campus life and affairs.

¹Porter Butts, "Some Implications of Housing," Journal of Higher Education, VIII (January and February, 1937), 27-32.

Stewart,¹ through interpretation of historical and theoretical material, has presented a picture of the aims and social values to be derived from residence-hall living. The study goes further to assemble practical procedures which have been tried and found successful in actual hall situations throughout the country. They were described at some length so that they might furnish suggestions which would be applicable in other situations. This is the first attempt made by any one to offer such a compilation of practical suggestions.

Moulton² investigated dormitory advantages for students by comparing women working for board and room in private homes, women doing light housekeeping, and those living in dormitories. She found that for the woman working for board and room in a private home or doing light housekeeping, certain essential values to be gained while in college were diminished. Among these were scholarship, social contacts, special interests, extra-curriculum activities, and the making of numerous friends.

Wilson,³ in a study of the residence halls in several institutions concluded that halls are not ordinarily considered an important part of the educational program, and that their importance to the guidance program has not been realized in many institutions. She also outlines possible ways in which the residence-hall program can be made educational in a manner consistent with the seven cardinal principles of education.

¹Helen Quien Stewart, Some Social Aspects of Residence Halls for College Women. New York: Professional and Technical Press, 1942.

²E. L. Moulton, "Dormitory Values for Students," School and Society, XXIX (March 16, 1929), 362-63.

³Margaret M. Wilson, "The Residence Halls as an Educational Factor in an Educational Institution," Unpublished Master's Thesis, Department of Supervision and Guidance of Student Life, Ohio University, 1940.

Lewis¹ found that freshmen women living in dormitories at Northwestern University made grades significantly higher than the general average for all women living in that institution.

A study was made by Beck² of the relationship between grades and types of living environment of freshmen at the University of Chicago. Men with fraternity pledgeships made the lowest grades while those with no fraternity connections residing in dormitories made the highest grade points. Women living in dormitories obtained grades that were slightly higher than those residing at home.

Hansen,³ in an investigation concerning factors in student housing related to success in college found that men and women students living in single rooms participated in a greater number of activities than those living in double rooms.

Walker⁴ made a comprehensive study of the relative success of college students and the place of residence. A positive correlation was found between housing and student success; students living in dormitories ranked first; those living at home, second; and those living in rooming houses and fraternities, third.

¹Eleanor Frances Lewis, "Willard Hall: An Experiment in Housing Freshmen Women at Northwestern University," School and Society, XXXII (October 18, 1930), 529-32.

²Hubert Park Beck, "The Relation between Grades and Type of Living Environment of Freshmen at the University of Chicago," p. 77. Unpublished Master's thesis, Department of Education, University of Chicago, 1931.

³Minna Hansen, "Some Factors in the Housing of Students Related to Success in College," p. 47. Unpublished Ph.D. dissertation, Department of Education, University of Chicago, 1942.

⁴Ernest Timothy Walker, The Relation of the Housing of Students to Success in a University, p. 74. Chicago: University of Chicago Press, 1935.

Method of the Investigation

This investigation differs from those which have already been made in that it attempts to survey several basic aspects of the residence-hall program, with a view to supplying facts about the general nature of such programs as they exist. This information furnishes a much needed foundation for further research into the specific aspects of such programs.

Data were gathered by two methods, namely, by questionnaire and personal visits. Because of the obvious necessity of keeping the questionnaire simple, much less information was asked for than was obtained on the more intensive study through personal visits to institutions. On the other hand, the number of institutions from which information could be obtained by the questionnaire was much larger than could be obtained through personal visits.

The Questionnaire Study

Selection of institutions.--As this inquiry was concerned with locating facts which might be helpful to persons responsible for the direction of halls, and since in general the better institutions might be expected to have the better residence-hall facilities,¹ only the 323 institutions which are accredited by the Association of American Universities² were considered.

The study was further limited to those institutions maintaining college-operated halls for undergraduate women. Marsh³

¹ John Dale Russell and Floyd W. Reeves, The Evaluation of Institutions of Higher Learning, Chicago: University of Chicago Press, 1936. In this series of studies it was found that the excellence of each aspect studied in an institution was related to the general excellence of the institution.

² The Association of American Universities Journal of Proceedings and Addresses of the 45th Annual Conference, pp. 74-82, 1944. Chapel Hill, North Carolina: University of North Carolina.

³ American Council on Education, Clarence Stephen Marsh, Editor, American Universities and Colleges. Washington, D.C., 1940.

indicated that 233 of the above named group belonged to this category. Accordingly, the questionnaire was sent to each of these colleges. Of this number 169 or 72.6 per cent of the total responded by filling out and returning the questionnaire.¹ The list will be found in Appendix A. Such excellent co-operation may possibly indicate the realization of a need for such a study and a genuine interest in it.

Table 1 indicates the regional distribution of the 607 accredited colleges listed by Marsh.² It compares with that the distribution of the 233 colleges selected for the study and the 167 colleges which co-operated. It will be noted that the colleges selected and those co-operating are representative, on a regional basis, of the entire list.

In Table 2 the distribution between co-educational and women's colleges (including affiliated colleges) is indicated and a comparison made between the institutions used in the study and those in the country as a whole as indicated by Marsh.³ Here also the distribution of the institutions used in the study approximates the distribution for the entire group.

Table 3 shows the distribution of public and private or denominational colleges included in the study, as compared to the total number of higher institutions classified in those categories in the Educational Directory.⁴ The figures evidence the fact that

¹Because two of these arrived too late for tabulation all computations were based on 167.

²American Council on Education, op. cit.

³Ibid.

⁴Educational Directory, Federal Security Agency, U. S. Office of Education, 1944-45, Part III, "Colleges and Universities."

TABLE 1
REGIONAL DISTRIBUTION OF INSTITUTIONS

	Regions							
	New England		Middle States		Southern		North Central	
	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent
Marsh.....	43	7.1	125	20.6	140	23.0	244	40.2
Total questionnaire group.....	20	8.5	44	18.9	39	16.7	104	44.6
Group co-operating.....	12	7.2	29	17.4	27	16.2	80	47.8
							55	9.1
							26	11.1
							19	11.3
								607
								233
								167

TABLE 2

DISTRIBUTION OF INSTITUTIONS BY CO-
EDUCATIONAL AND WOMEN'S COLLEGES

	Type of Institution				Total Number
	Co-educational		Women's Colleges		
	Number	Per Cent	Number	Per Cent	
Marsh.....	569	73.1	136	26.9	505
Total question- naire group....	173	74.4	60	25.7	233
Group co-operat- ing.....	130	77.9	37	22.1	167

TABLE 3

DISTRIBUTION OF INSTITUTIONS BY TYPE OF CONTROL

	Type of Control				Total Number
	Public		Private		
	Number	Per Cent	Number	Per Cent	
Educational Directory.....	546	32.4	1139	67.6	1685
Total question- naire group....	75	32.2	158	67.9	233
Group co-operat- ing.....	61	36.5	106	63.5	167

the colleges selected for the study were representative of the entire group of public and private institutions.

Method used for the questionnaire study.—Because this investigation was concerned with women's halls only, co-operation of the various institutions included in the questionnaire study was sought by means of a letter addressed to the Dean of Women or comparable personnel officer. If the name of such officer was not available the letter was addressed to the President. A copy of the letter is found in Appendix B. With this letter the "Preliminary Schedule Concerning Residence-hall Activities" was enclosed. The person addressed was asked to have the blank filled out by the head resident of any hall on that campus.

The questionnaire consisted of a detailed and comprehensive list of activities which might be included in a residence-hall program. The respondent was requested to indicate whether the activity was "provided" in the hall or "not provided." If provided she was asked to evaluate it by rating it in one of the three following ways: (1) "proving very worthwhile," (2) "credit-able but not outstanding," (3) "ineffective." If the activity was not provided in the hall the respondent was requested to explain the status in one of the three following ways: (1) "but need it and should have it," (2) "cared for elsewhere on campus," (3) "does not seem important to us."

After listing those activities which were provided in a hall the respondent was asked to indicate those activities in which students were given primary responsibility for initiation, development, and control. A copy of this schedule is to be found in Appendix C.

The Intensive Study

Selection of institutions.—A group of fifteen colleges was chosen to be studied intensively through personal visits. These were selected on the basis of the interesting situations they afforded for first-hand study as indicated by data provided in the questionnaires. An attempt was made to select a group which varied as to such matters as size, institutional organization, co-educational or women's colleges, and type and size of community. Travel limitations during the war made it necessary to confine this study to institutions located in the middle west.

Method used for the intensive study.—Letters were written to each of the fifteen colleges requesting permission for the investigator to visit the campus and examine the hall which had been used as a basis for filling out the original schedule. A copy of the letter may be seen in Appendix D. Fourteen of the colleges granted the request for co-operation; the fifteenth college declined because it was being operated under adverse war conditions. Two of the colleges which offered to co-operate could not conveniently have the investigator come at the time she was in their community. Consequently the total number of institutions visited was twelve. This list may be found in Appendix E.

Only one hall on a campus was carefully studied because it was felt that various halls on any one campus would operate more or less alike. The investigator, however, found it possible to observe fourteen additional halls on the twelve campuses, to study the physical facilities, and to discuss the program with the head resident. Although no objective data were gathered from this group such observations furnished added insight and understanding into the problem of the investigation.

In order to examine a residence hall effectively it was necessary to observe as well as to gather data provided by others. Wherever possible arrangements were made for the investigator to live for a day or two in the hall being studied. In most cases this could be arranged. The recorded data were acquired from three sources: (1) the personnel officer for women in the college; (2) the resident head of the hall; (3) a group of representative students living in the hall.

The information acquired from the administrative officer consisted of facts which might be helpful in explaining the status of the residence-hall program on that campus. The Factual Data Sheet which was used for recording such information may be seen in Appendix F.

An Interview Check Sheet was used for recording information and opinions given by head residents and also by the students. It had two main divisions: (1) a slightly revised and improved version of the material included in the preliminary questionnaire relating to the activities provided, an evaluation of those activities, and the extent to which students were given responsibility for them; (2) a section in which methods, techniques, and agencies used to encourage participation could be indicated. A copy of the Interview Check Sheet is found in Appendix G.

The final sort of data gathered consisted of opinions from both head residents and students in regard to the manner in which participation in the residence-hall program was contributing to the various areas of student relationships. The opinions were recorded in the form of verbatim statements taken from interviews. Although not the kind of material which can be treated statistically, the statements proved to be none the less revealing and interesting. The findings are treated in detail in Chapter VII.

Limitations of the Study

One serious limitation of this study arises from the many intangible factors which do not lend themselves to objective treatment and cannot, therefore, be taken into account. Subjective judgment arrived at in the intensive study of the twelve colleges served to emphasize this fact. Although twelve was not a sufficient number of schools from which findings could be considered valid and reliable on a rigorous statistical basis, such was not the main purpose of that portion of the study. Because of the care with which participating institutions were selected the findings may be considered as reasonably accurate indications of general conditions. More institutions were not visited because the law of diminishing returns was beginning to operate at a high rate toward the end of the tour and little new was being found.

CHAPTER II

OPPORTUNITIES PROVIDED FOR PARTICIPATION

Extent of Provision

As stated in Chapter I the questionnaire study was conducted on a country-wide basis. The "Preliminary Schedule Concerning Residence-Hall Programs"¹ was sent to 233 colleges and universities of which 167 responded by filling out the schedule. It is the purpose of this chapter to report the activities that are provided as indicated by the schedule—in other words, to indicate what opportunities are provided for student participation. The schedule included a detailed and comprehensive list of activities. The composition of the list was derived from three sources: the literature in regard to residence halls, the experience of the investigator of living in and directing halls, and from the suggestions of seven experienced and successful head residents in five institutions. These experts not only suggested entries but checked the questionnaire for arrangement and clarity. The activities were organized under the following main categories:

Social activities.—This group included such items as dances, dinners, teas, etc., which might be provided for the pure enjoyment of individuals and groups as well as to furnish situations through which social techniques and skills could be acquired. Following this category, as well as succeeding categories, space was left for the listing of additional items.

¹
See Appendix C.

Manners and customs.—Social amenities and standards of acceptable conduct were enumerated here.

Recreation and athletic activities.—The activities listed here were divided into two groups, those in the hall such as playing records and card playing, and those which were provided on the campus but were open to women living in the halls, such as volley ball and hockey.

Hall teams.—Since these teams are identified with the halls but usually operate in relation to campus athletics they were included in a separate category.

Publicity and journalism.—This group included activities which would provide an opportunity to publicize the affairs of the hall as well as to give individuals who were interested in journalism or advertising an opportunity to engage in those interests in a practical way. They included such items as publishing a hall paper and making posters.

Dining-room management.—Seating arrangements were included here because of their relationship to the type of table service used and to the mixing of individuals and groups for social intercourse. Music and conferences with the dietitian were intended to have reference mainly to the use made of dining rooms for social programs. An item concerned with training in table etiquette was added for the purpose of ascertaining what effort was being made to acquaint college women with the accepted amenities of dining and to help them establish better habits in this regard.

Leadership training.—Inherent in democratic processes is the creation and use of leaders. The items in this category were meant to determine what aid, if any, was being given to officers or residents by way of preparing them for the responsibilities of leadership in their hall community.

Discussion groups.—Discussion of various questions is engaged in by young and old alike, but young persons coming into adulthood and formulating their personal philosophies find open discussion particularly helpful. The items here included were intended to discover what was being done to encourage the formulation of personal opinions and philosophies and also to stimulate a sincere interest in other groups, nationalities and races.

Music.—The items included here were meant to find out what use was being made of music in the hall for purposes of entertainment, appreciation, and attainment of skills. Examples of items included are "sings," arrangements for attendance at concerts, and the provision for adequate practice facilities.

Art.—The items in this category, as in the case of music, were meant to ascertain the use made of art in relation to social affairs, appreciation, and attainment of personal skills. They included making decorations and the planning of trips to museums and art exhibits.

Drama.—Such items as plays and skits, readings, and arrangements for individuals and groups to attend plays are entered in this category. As in music and art they were investigated for the purpose of finding out what use is made of dramatic activities for social purposes, for fostering appreciations, and for the attainment of skills.

Library activities.—This category included such items as selecting reading matter and operating a library for the purpose of reading for pleasure as well as for information.

Religious activities.—Religion plays an important role in the life of a student. While it is to be expected that most religious activities will be cared for elsewhere, this category was included in order to find out whether and how such activities were fostered in the hall.

Tutoring.--This item was included for the purpose of finding the extent to which those responsible for the residence hall were providing specific aid to students who need help with their studies.

Cultivating health habits.--A nutritious diet and comfortable living quarters contribute much to the health of a student while in college. This item was included for the purpose of finding out whether or not added effort is being made to further good health habits.

Student-faculty activities.--Institutions vary considerably in the amount of relationship or association maintained between students and faculty. Dinners and discussion groups are included here in an attempt to find out whether or not students and faculty are brought together socially and intellectually in the residence hall.

Integration of activities.--Communities exist in relation to other communities. The items included in this category attempted to ascertain what effort was being made to integrate the activities of one hall with another and in turn with campus and town activities.

Student government.--A group of persons approaching adulthood might be expected to govern themselves to some degree. To find to what extent student self-government existed in residence halls was the purpose of this item.

Orderly habits in the use of living rooms, bathrooms, laundry facilities, sewing machines, phones, etc.--In situations where persons are using facilities in common, a measure of order and care of such facilities is required if proper consideration is to be shown for all who use them. This item was included for

the purpose of finding out if an attempt is made in the hall to inculcate such habits of consideration and care.

House services.—Wherever a large number of people live together certain helpers such as telephone operators, receptionists, and waitresses are needed. These items were listed for the purpose of finding out what services were provided and whether or not they were on a gratuitous or remunerative basis.

Altruistic projects.—Altruism has a place in every community. The item was included here in order to ascertain its practice in residence halls.

Within the main categories above described a total of ninety items was listed; space was left after each category for the inclusion of additional items.

This investigation was further concerned with finding out the experience students acquired in assuming responsibility for the activities in the hall. Directions were placed at the end of the questionnaire requesting the respondent to specify those activities in which students had primary responsibility for initiation, development, and control.

In addition to listing the items the schedule was so designed as to permit the respondent to indicate the status of the hall in regard to an activity in one of four different ways: (1) "provided in the hall," (2) "not provided in the hall but provided elsewhere on campus," (3) "not provided in the hall but need it and should have it," (4) "not provided in the hall but does not seem important."

The percentage of activities that were checked in each of those ways was calculated on the basis of the total number of responses received on each individual item instead of on the number of institutions participating in the study. This was done because

the schedule was constructed in such a way as to give the person checking it an opportunity to indicate that an activity was either provided in the hall or not provided in the hall. Since she had that opportunity, if an item was not checked at all it was presumed that the respondent was uncertain as to how to check it. Such omissions could not fairly be interpreted as belonging in any one of the four classifications and were therefore not included in the tabulation. Table 4 contains data concerning responses as to the extent of provision of the various categories of activities and is inserted here to aid the reader in interpreting the tables and diagrams immediately following. In column one the number of items included in each category of activities is listed. Column two contains the total number of responses in each category. Column three shows the average number of responses per item. It will be seen that the category of social activities contains five items; that there were 756 responses in that category and that there was an average of 151 responses per item. If all of the 167 institutions had checked each item there would have been 835 responses in the category of social activities. An examination of the third column of this table indicates that the number of institutions checking the items varied considerably among the different categories. In "orderly habits" for example, 160 out of the 167 institutions checked the item, while for "gratuitous house services" there were only 41 responses per item from 167 institutions. The information in Table 4 provides evidence as to the extent to which reliance can be placed on conclusions drawn from tables and diagrams immediately following. It is probable, for example, that conclusions with regard to responses in the orderly habits category can be relied upon with much greater assurance than can conclusions with regard to gratuitous house services.

TABLE 4

TOTAL NUMBER OF RESPONSES TO EACH CATEGORY
OF ACTIVITIES BY 167 INSTITUTIONS

Categories of Activities	Number of Items in Category	Number of Responses	
		Total	Per Item
Social activities.....	5	756	151
Manners and customs.....	3	434	145
Recreation—hall.....	6	856	143
Recreation—campus.....	14	1883	135
Hall teams.....	1	102	102
Publicity.....	4	493	123
Dining room.....	6	618	103
Leadership.....	2	292	146
Discussion groups.....	4	542	136
Music.....	6	828	138
Art.....	4	523	131
Drama.....	5	565	113
Library.....	3	371	124
Religious.....	2	252	126
Tutoring.....	1	114	114
Health habits.....	1	134	134
Student-faculty.....	2	258	129
Integration.....	3	348	116
Student government.....	1	147	147
Orderly habits.....	1	160	160
House services—gratuitous	7	286	41
House services—remunera-			
tive.....	8	591	74
Altruism.....	1	138	138

Table 5 reports the percentage of activities that were provided in the hall, provided elsewhere, were not provided but needed, or were considered not important. These four items are reported in terms of totals for categories of activities—a complete table listing all items separately is given in Appendix H. For example, Table 5 shows that of the responses in the category of social activities, 79.8 per cent were "provided in the hall," 16.1 per cent were "provided elsewhere," making a total of those provided 95.9 per cent. Activities felt to be "needed" represented 3.2 per cent, while those deemed "not important" constituted 0.9

TABLE 5

PERCENTAGE OF ACTIVITIES IN EACH CATEGORY THAT ARE
PROVIDED OR NOT PROVIDED IN 167 INSTITUTIONS

Category of Activities	Provided			Not Provided		
	In Hall	Else-where	Total	Needed	Not Important	Total
Social activities.....	79.8	16.1	95.9	3.2	0.9	4.1
Manners and customs...	96.8	0.9	97.7	2.1	0.2	2.3
Recreation—hall.....	80.6	9.5	90.1	5.5	4.4	9.9
Recreation—campus....	52.3	39.6	91.9	2.8	5.4	8.2
Hall teams.....	83.3	14.7	98.0	0.0	2.0	2.0
Publicity.....	56.8	16.6	73.2	4.3	22.5	26.8
Dining room.....	78.8	4.7	83.5	7.1	9.4	16.5
Leadership training...	83.9	3.8	87.7	12.0	0.3	12.3
Discussion groups.....	41.7	48.9	90.6	9.0	0.4	9.4
Music.....	53.9	40.3	94.2	3.6	2.2	5.8
Art.....	64.4	22.8	86.6	7.5	5.9	13.4
Drama.....	36.1	54.2	90.3	1.6	8.1	9.7
Library.....	38.5	53.1	91.6	6.7	1.6	8.3
Religious.....	48.4	42.9	91.3	4.0	4.8	8.8
Tutoring.....	32.5	54.4	86.9	7.9	5.3	13.2
Health.....	61.2	28.4	89.6	9.7	0.7	10.4
Student-faculty.....	59.7	31.0	90.7	8.5	0.8	9.3
Integration.....	80.0	6.6	86.6	7.2	6.3	13.5
Student government....	98.0	2.0	100.0	0.0	0.0	0.0
Orderly habits.....	100.0	0.0	100.0	0.0	0.0	0.0
House services— gratuitous.....	71.0	16.1	87.1	4.2	8.7	12.9
House services— remunerative.....	77.0	12.4	89.4	1.0	9.6	10.6
Altruistic.....	86.9	11.6	98.5	0.7	0.7	1.4

per cent. The significance of the percentages in Table 5 is more readily apparent when presented in graphic form, as is done in Figures 1-4.

In Figure 1 the activities are placed in order ranging from those most frequently provided in the hall to those least frequently provided in the hall. It will be noted that "orderly habits in the use of living rooms, bathrooms, laundry facilities, sewing machines, etc.," is the one most frequently named, while "tutoring" is least frequently mentioned.

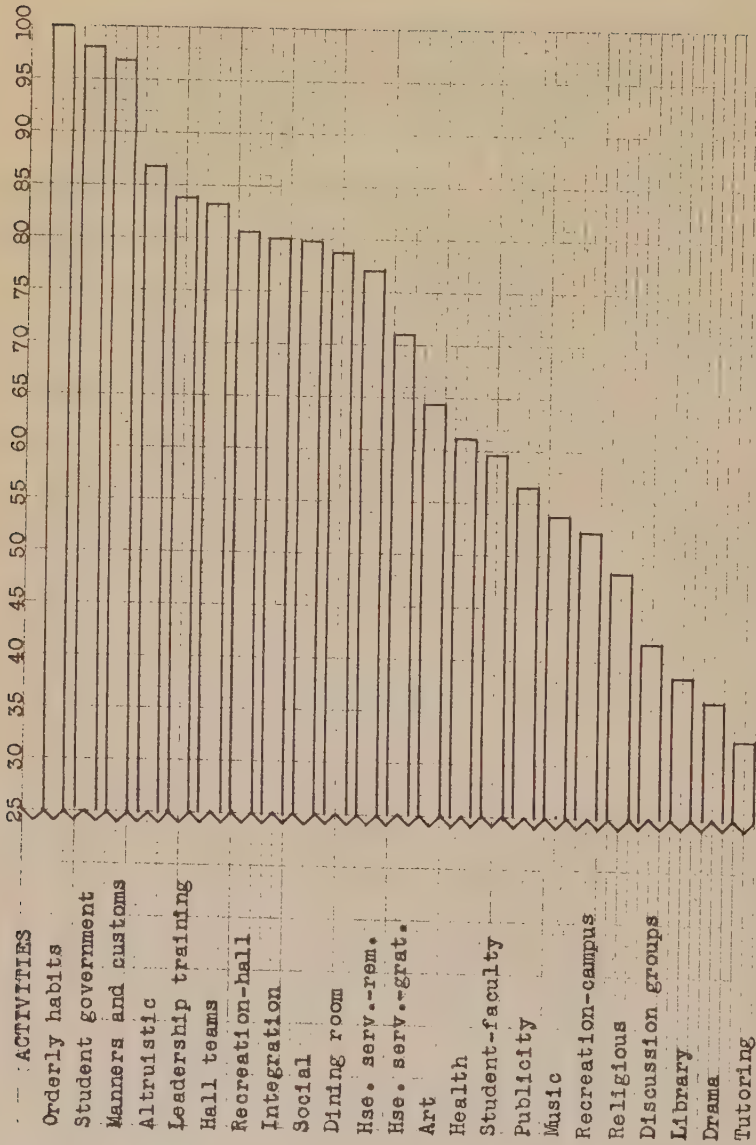


Fig. 1.--Percentage of activities in each category that are provided in the residence halls of 167 institutions.

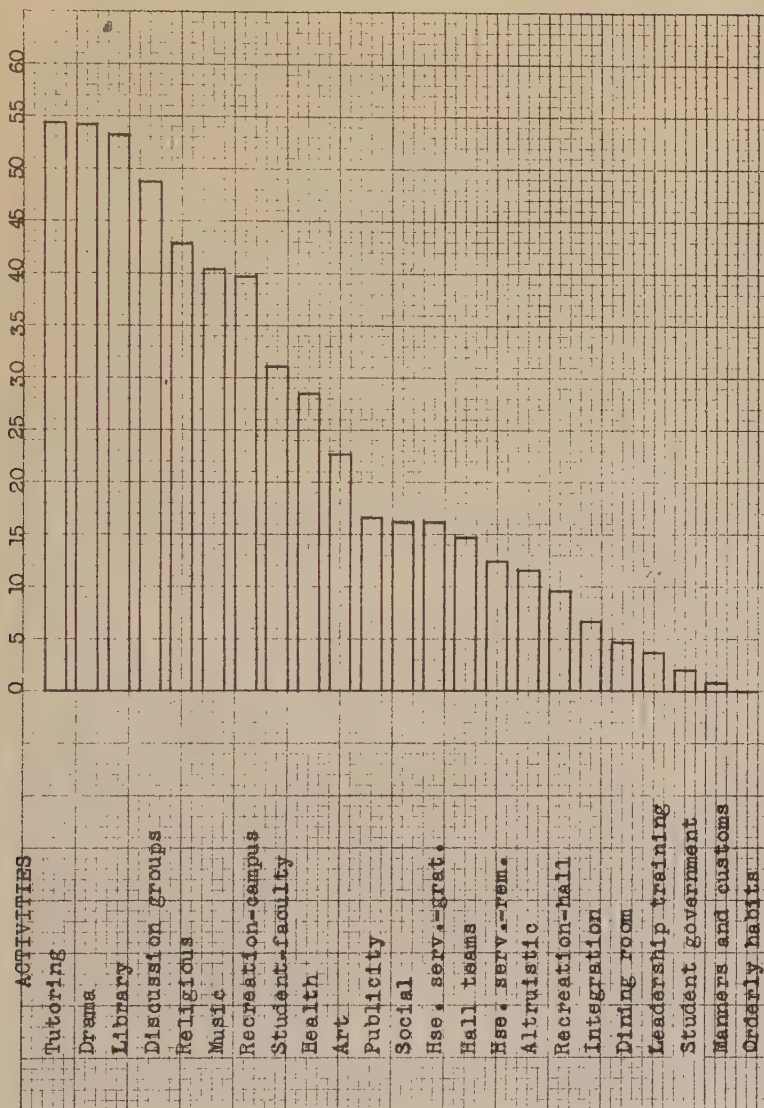


Fig. 2.--Percentage of activities in each category that are not provided in the residence halls but are provided elsewhere on the campus of 167 institutions.

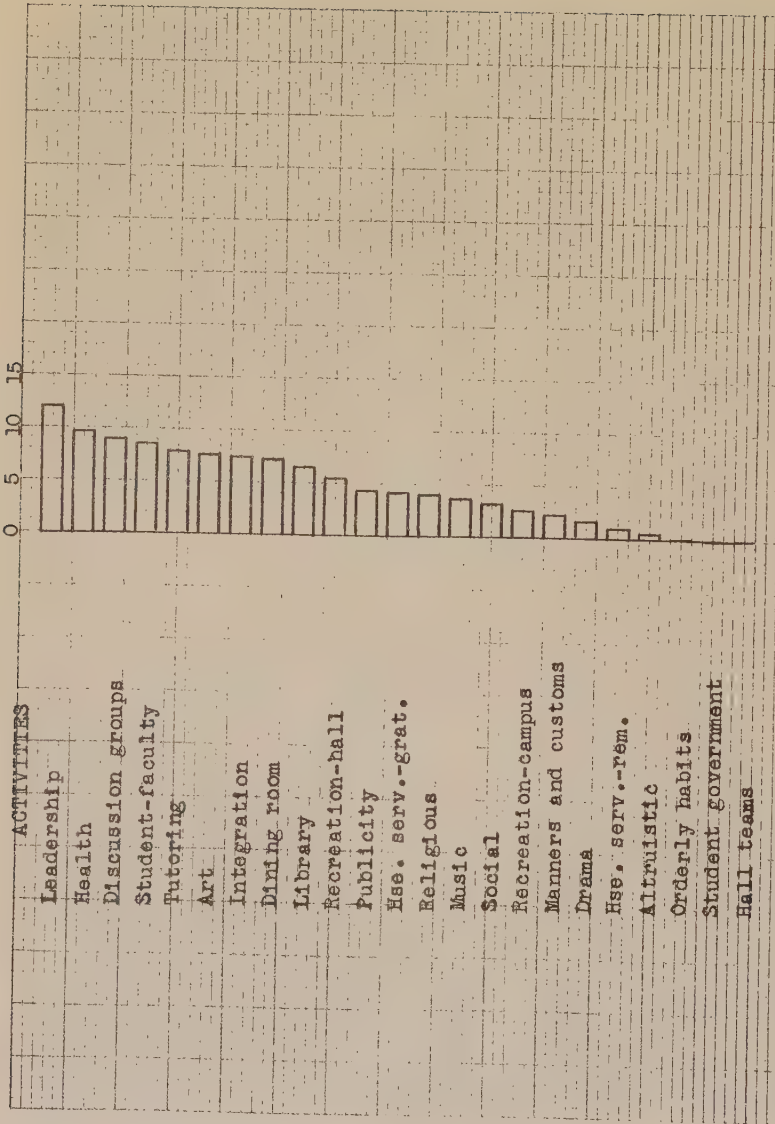


Fig. 3.--Percentage of activities in each category that are not provided in the residence halls but are needed in 167 institutions.

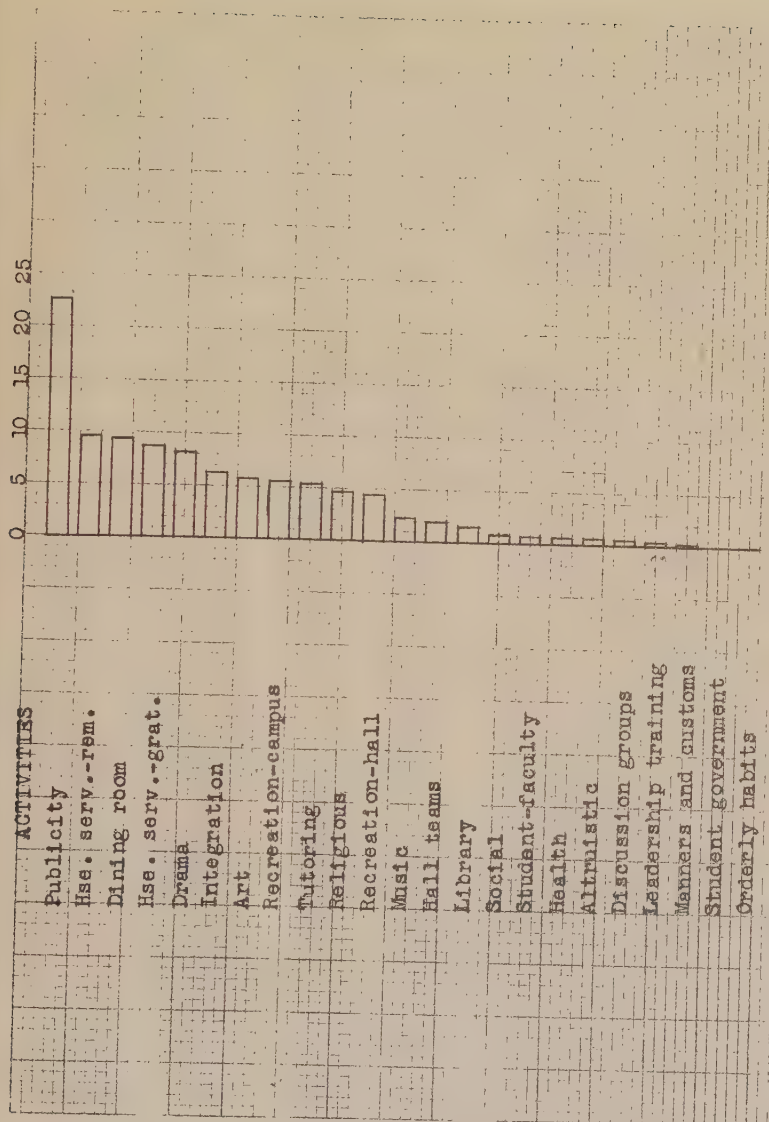


Fig. 4.--Percentage of activities in each category that are not provided in the residence halls and are not considered important in 167 institutions.

Figure 2 lists only those activities which were provided elsewhere than in the residence hall. "Tutoring" is listed as the activity most frequently provided elsewhere, while "orderly habits in the use of living rooms, bathrooms, laundry facilities, sewing machines, etc.," is shown as never being provided elsewhere.

Figure 3 indicates the frequency with which the various activities were checked as "needed." "Discussion groups" was the one most frequently checked.

In Figure 4 those activities checked as "not important" are listed in the order of frequency. Publicity is the category most frequently felt to be "not important," while student government and "orderly habits, etc.," are never so listed.

A Comparison of Activities Provided in the Hall with Those Not Provided in the Hall

It will be seen from the material presented that a wide range of activities in which students have the opportunity to participate is provided. In all categories it was found that most activities were provided somewhere on the campus. Some were more frequently provided in the residence hall than were others. Of the activities provided in the hall, those most frequently provided appear in the following list:

1. Orderly habits in the use of living rooms, bathrooms, laundry facilities, sewing machines, phones, etc.
2. Student government.
3. Manners and customs.
4. Altruistic projects.
5. Leadership training.
6. Hall teams.
7. Recreation (hall activities).
8. Integration activities.
9. Social activities.

Those activities least frequently provided in the hall include:

1. Music.
2. Recreation (campus activities open to women in halls).
3. Religious activities.
4. Discussion groups.
5. Library activities.
6. Drama.
7. Tutoring.

Comparison of these two lists shows that those activities which might be described as traditionally academic are the ones least frequently provided in the hall. The seven activities found to be least frequently provided in the hall are, however, the ones most frequently named as being provided elsewhere on the campus. In general, those activities provided in the hall are of interest to the student group as a whole, while those least frequently provided in the hall are restricted in appeal. Even in the case of discussion groups the subject for discussion would interest certain persons only. Furthermore, those least frequently provided in the hall such as music, drama, and religious activities, call for highly specialized leadership in those particular areas, while those most frequently provided in the hall could be conducted largely by the students themselves under the leadership of a person trained in the one broad area of human relationships. These facts suggest that the function of residence-hall programs as they at present exist lies in the realm of human relationships rather than in the academic realm.

Activities Added by Head Residents

The list of activities appearing on the questionnaire proved to be sufficiently comprehensive to obviate many additions by respondents in the spaces provided for that purpose. The majority of those that were mentioned could be included in the categories already listed through a broad interpretation of them. For instance, in the category of "social activities," "open house"

was mentioned by several, but in tabulating it was placed under the item "parties (other than dances)." The few that could not be interpreted as belonging in the original listing of the questionnaire were not dealt with statistically because it did not seem reasonable to assume that all institutions failing to list the activity did not have it. Presumably, if that item had been placed on the original list more colleges would have checked it. Items added by head residents served the purpose of depicting more clearly the program of an individual hall. In some instances the nature of the items added influenced the selection of certain schools for intensive study later.

Summary

Data for this chapter were gathered by questionnaires from 167 colleges. They indicate that a wide range of activities in which students have the opportunity to participate is provided. Some are more frequently provided in the residence hall than others. Those activities which might be described as traditionally academic are the ones least frequently provided in the hall. They are, however, those most frequently named as being provided elsewhere on the campus. A comparison of those activities most frequently provided in the hall with those least frequently provided suggests that the function of residence-hall programs as they at present exist lies in the realm of human relationships rather than in the academic realm.

CHAPTER III

EFFECTIVENESS OF THE PROGRAM

Method of Evaluation

Chapter II was an exposition of the extent to which the various activities were provided. The present chapter deals with the effectiveness of those activities which were provided in the hall as judged by the person directing the program. No criteria for evaluation were set up but an attempt was made to plan the ratings on an objective basis. This was done by asking respondents to indicate the degree of effectiveness according to the success with which an activity was actually found to be functioning rather than their opinion of it. The degree of effectiveness could be indicated by checking the activity in one of the three following ways: (1) proving very worthwhile, (2) creditable but not outstanding, (3) ineffective.

Effectiveness of the Various Activities

Since only those activities which were provided in the hall were evaluated, the percentages were computed on the total number of responses to that group. Table 6 contains data concerning the number of activities reported as being provided in the halls of 167 institutions. In column one the number of items included in each category of activities is listed. Column two reports by categories the total number of activities provided in the halls of 167 institutions. Column three shows the average number of responses per item. It can be seen, for example, that there were five items listed in the category of social activities, while

TABLE 6

TOTAL NUMBER OF RESPONSES BY EACH CATEGORY OF ACTIVITIES
PROVIDED IN THE RESIDENCE HALLS OF 167 INSTITUTIONS

Categories of Activities	Number of Items in Category	Number of Activities	
		Total	Per Item
Social activities.....	5	603	121
Manners and customs.....	3	420	140
Recreation—hall.....	6	690	115
Recreation—campus.....	14	984	70
Hall teams.....	1	85	85
Publicity.....	4	279	70
Dining room.....	6	487	81
Leadership.....	2	245	123
Discussion groups.....	4	226	55
Music.....	7	446	64
Art.....	4	337	84
Drama.....	5	204	41
Library.....	3	143	48
Religious activities.....	2	122	61
Tutoring.....	1	37	37
Health habits.....	1	82	82
Student-faculty.....	2	154	77
Integration.....	3	278	93
Student government.....	1	144	144
Orderly habits.....	1	160	160
House services—gratu- itous.....	7	203	29
House services—remunera- tive.....	8	455	57
Altruism.....	1	120	120

a total of 603 activities was reported as "provided in the hall," making an average of 121 responses per item. If all of the 167 institutions had checked each item there would have been 835 activities checked. An examination of the third column of this table indicates that the number of institutions checking the items varied considerably among the different categories. In "orderly habits" for example, 160 out of the 167 institutions checked the item while for "drama" there were only 41 responses per item from 167 institutions. The information in Table 4 provides evidence as to the extent to which reliance can be placed on conclusions drawn from tables and diagrams immediately following. It is

probable, for example, that conclusions with regard to "orderly habits" can be relied upon with much greater assurance than can conclusions with regard to "drama."

Table 7 reports by totals the judged effectiveness of each category. A complete table showing the effectiveness of

TABLE 7
EFFECTIVENESS OF ACTIVITIES PROVIDED IN THE
RESIDENCE HALLS OF 167 INSTITUTIONS

Categories of Activities	Percentage of Activities			Index of Effectiveness
	Proving Very Worthwhile	Creditable	Ineffective	
Social.....	82.6	15.8	1.7	2.81±.02
Manners and customs.....	61.4	36.7	1.9	2.60±.03
Recreation—hall.....	65.9	27.8	6.2	2.60±.02
Recreation—campus.....	81.1	17.3	1.6	2.79±.01
Hall teams.....	89.4	10.6	0.0	2.89±.03
Publicity.....	84.2	33.7	2.2	2.62±.03
Dining room.....	62.2	31.6	6.2	2.56±.03
Leadership training.....	71.4	25.7	2.9	2.69±.03
Discussion groups.....	61.9	36.3	1.8	2.60±.03
Music.....	78.0	20.9	1.1	2.77±.02
Art.....	65.6	30.3	4.2	2.61±.03
Drama.....	71.6	24.0	4.4	2.67±.04
Library.....	67.1	27.3	5.6	2.62±.05
Religious.....	63.9	32.0	4.1	2.60±.05
Tutoring.....	43.2	51.4	5.4	2.38±.09
Health habits.....	41.5	52.4	6.1	2.35±.06
Student-faculty.....	73.4	26.6	0.0	2.73±.04
Integration.....	66.2	28.4	5.4	2.61±.03
Student government.....	81.2	18.1	0.7	2.81±.03
Orderly habits.....	55.6	43.1	1.3	2.54±.04
House services—gratuitous.....	79.3	13.8	6.9	2.72±.04
House services—remunerative.....	87.7	11.4	0.9	2.87±.02
Altruistic.....	64.2	33.3	2.5	2.62±.05

each item in a category is given in Appendix J. The columns on the left side of Table 7 represent the percentage of activities which were judged to be either proving very worthwhile, creditable but not outstanding, or ineffective. In order to present an accurate picture of effectiveness it was necessary to establish a value which could be expressed mathematically. For this purpose a system of weighting was used and index of effectiveness computed. Those activities judged as proving very worthwhile were assigned a value of 3.0; those judged creditable, a value of 2.0; while those judged ineffective were valued at 1.0. The column at the right of the table shows the resultant index of effectiveness. It will be seen that in the category of social activities 82.6 per cent were declared as proving very worthwhile; 15.8 per cent were specified as creditable; and 1.7 per cent were rated ineffective. The index of effectiveness for the category of social activities was $2.81 \pm .02$. Since 3.0 represents the maximum value possible, 2.0 the middle, and 1.0 the lowest value, it is readily noted from the table that most activities are judged to be quite effective. Standard errors are given for these indexes in order that the significance of differences between them may be judged. Aside from two cases that have S.E. of .09 and .06 the standard error of the difference between any pair of indexes will be .07 or less. This means that all differences (except ones involving "tutoring" and "health habits") which are .21 or more are significant. In comparing any pair of indexes where neither S.E. exceeds .03 the standard error of the difference is .04 or less and a difference of .12 or more is significant. For example, the index of effectiveness for "social activities" (2.81) is significantly higher than that for "manners and customs" (2.60). On the other hand the difference between "drama" (2.67) and "library" (2.62) is not significant.

A comparison of the effectiveness of activities as shown in this table with the extent of provision as reported in Table 5 reveals some interesting facts. Some activities, although considered somewhat effective, are infrequently provided in the hall. These include music, drama, campus activities open to women in the halls, library, and student-faculty activities. Conversely, a few which are judged to be relatively ineffective but which are frequently provided are orderly habits in the use of living rooms, etc., standards for manners and customs, recreational activities in the hall, and dining-room activities. A list of the activities which are both effective and frequently provided includes social activities, hall teams, leadership training and student government. Discussion groups, religious activities, and tutoring were neither judged effective nor provided very frequently.

Figure 5 is a graphic representation of the facts reported in Table 7 in regard to percentages of activities evaluated as "proving very worthwhile," "creditabile but not outstanding," or "ineffective."

In this diagram the various categories of activities are listed in an order ranging from those which were most frequently judged as "proving worthwhile" to those least frequently so judged.

It may be seen at a glance that of those responding, hall teams were judged as proving worthwhile by the greatest number, while cultivating health habits was judged to be proving very worthwhile by the fewest number. The reader will be aided in his interpretation by noting the number of responses listed in Table 6.

Examination of the diagram serves to emphasize the facts reported in Table 7. It shows that by far the largest number of

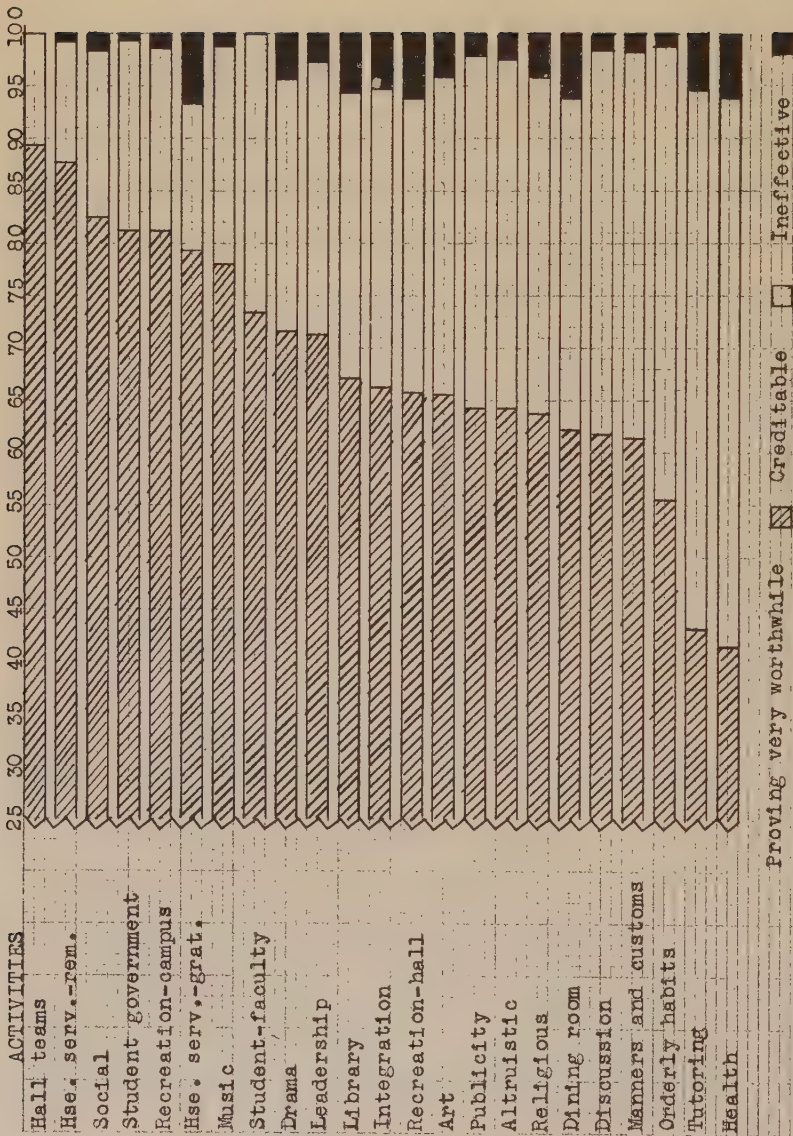


Fig. 5.-Percentage of effectiveness of each category activities provided in the residence halls of 167 institutions.

activities are judged as proving "very worthwhile." In case they are not "proving worthwhile," they are likely to be checked as "creditable." Relatively few are reported as "ineffective." The fact that in most cases the activities are judged either as proving very worthwhile or creditable accounts for the fact that the indexes of effectiveness run so high.

Summary

Head residents in the 167 colleges were asked to judge the effectiveness of those activities provided in the residence hall in one of the three following ways: (1) proving very worthwhile, (2) creditable but not outstanding, (3) ineffective. In order to establish an index of effectiveness for each activity a system of weighting was used. A value of 3.0 was assigned to those activities judged as proving very worthwhile, 2.0 was assigned to those believed to be creditable, while those declared as ineffective were valued at 1.0. The relatively high indexes reported indicate that head residents judge most of the activities provided to be quite effective. In this regard it is reasonable to assume that those responsible for the programs believe that what they are doing is worthwhile or they would not be doing it.

CHAPTER IV

STUDENT RESPONSIBILITY FOR INITIATION, DEVELOPMENT, AND CONTROL OF ACTIVITIES

Indication of Student Responsibility

The responsibility which students have for the various activities comprised in the residence-hall program was considered an important matter for investigation in this study. Such responsibility was indicated on the schedule in the following manner: after having checked those activities which were provided in the hall the head resident was asked to specify those in which "the students have primary responsibility for initiation, development, and control." More specifically, this student responsibility was indicated separately for the activities which were marked as proving very worthwhile, creditable but not outstanding, and ineffective.

Extent of Student Responsibility

Table 8 shows the extent of student responsibility as it is reported to be operating. Since it is concerned only with those activities provided in the hall, all percentages are calculated on the basis of the number of responses regarding that group of activities. First, the extent of student responsibility is shown as a percentage of the total number of activities provided in the hall. In the category of social activities it can be seen that student responsibility was indicated in 53.1 per cent of them. Next, the amount of student responsibility found in those activities evaluated as "proving very worthwhile" was

TABLE 8

THE PERCENTAGE OF STUDENT RESPONSIBILITY BY CATEGORIES OF
ACTIVITIES AND THE EXTENT TO WHICH STUDENT
RESPONSIBILITY AND EFFECTIVENESS ARE
RELATED IN 167 INSTITUTIONS

Category of Activities	Student Responsibility Expressed as a Percentage of Total Number of Activities				Index of Effectiveness		
	Provided in Hall	Evaluated as Proving Very Worthwhile	Evaluated as Creditable	Evaluated as Ineffective	With Student Responsibility	With No Student Responsibility	For Total Activities
Social	53.1	53.8	51.6	30.0	2.83	2.79	2.81
Manners and customs	17.4	19.0	15.6	*	2.66	2.58	2.60
Recreation--hall ..	45.2	45.1	46.9	39.5	2.60	2.59	2.60
Recreation--campus	14.5	13.8	18.8	6.2	2.76	2.80	2.79
Hall teams	25.9	28.9	*	*	3.00	2.86	2.89
Publicity	56.3	62.6	43.6	*	2.69	2.52	2.62
Dining room	24.8	26.4	25.3	6.7	2.64	2.53	2.56
Leadership training	29.4	36.0	14.3	*	2.87	2.61	2.69
Discussion groups .	27.0	27.1	26.8	*	2.62	2.60	2.60
Music	44.8	45.7	47.0	*	2.78	2.75	2.77
Art	47.8	53.4	40.2	14.3	2.66	2.52	2.61
Drama	45.1	49.3	38.8	*	2.77	2.59	2.67
Library	26.6	28.1	25.6	*	2.68	2.59	2.62
Religious	47.5	50.0	46.1	*	2.65	2.55	2.60
Tutoring	5.4	6.2	5.3	*	*	2.37	2.38
Health	8.5	14.7	4.6	*	*	2.32	2.35
Student-faculty ...	29.2	32.7	19.5	*	2.82	2.70	2.75
Integration	38.8	44.6	32.9	0.0	2.76	2.57	2.61
Student government	53.5	58.1	34.6	*	3.00	2.71	2.81
Orderly habits	18.1	24.7	10.1	*	2.76	2.50	2.54
Hse. serv. grat. ...	17.7	18.0	25.0	0.0	2.81	2.71	2.72
Hse. serv. rem. ...	4.0	4.3	1.9	*	2.94	2.86	2.87
Altruistic	48.3	57.1	32.5	*	2.74	2.50	2.62

*Percentage not computed because number of cases was less than 10.

listed and it can be seen that of those so evaluated student responsibility was indicated in 53.8 per cent of them. Of the activities evaluated as "creditable but not outstanding," student responsibility was indicated in 51.6 per cent. Finally, student responsibility was indicated in 30.0 per cent of the activities evaluated as ineffective. A table showing the numbers on which these percentages are based may be seen in Appendix K.

By using the total number of activities reported in the table in each of the evaluating divisions and the number in which student responsibility was indicated in each division, indexes of effectiveness were derived by using the same weighting device that was described in Chapter III. The resulting indexes of effectiveness are shown in the three columns on the right side of Table 8. In the category of social activities, for instance, the index of effectiveness for those activities in which students have responsibility is 2.83, while the index for those activities in which the students do not have responsibility is 2.79. The index for the total is 2.81. Examination of the indexes reveals the fact that in every category except one, campus recreational activities open to women in the halls, the effectiveness was greater where student responsibility was indicated.

Some facts from Table 8 regarding student responsibility are presented in graphic form in Figure 6 in order to clarify relationships.

Among those having the greatest extent of responsibility assigned to students are publicity, student government, social, and altruistic activities. Among those showing the least extent of student responsibility are such activities as cultivating health habits, tutoring, and remunerative house services.

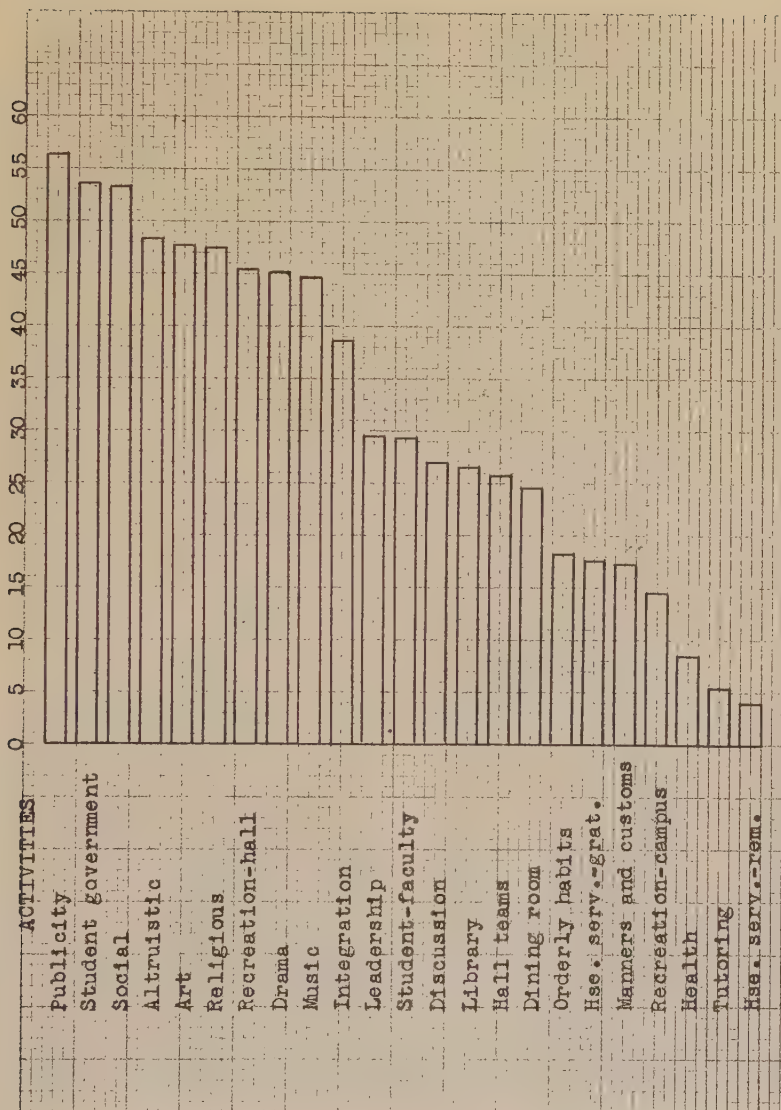
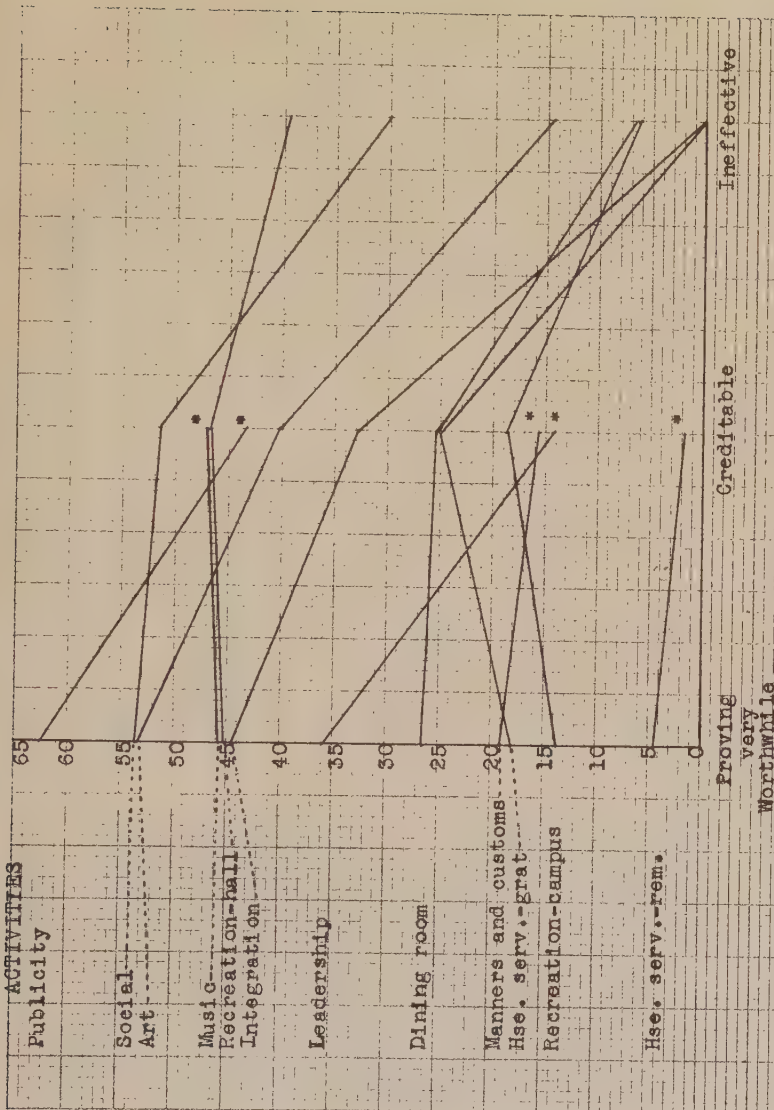


Fig. 6.--Percentage of student responsibility in each category of activities provided in the residence halls of 167 institutions.

The indexes of effectiveness reported in Table 8 show that activities for which students carried responsibility were usually judged more effective than those in which no student responsibility existed. Figure 7 points out additional interesting relationships between student responsibility and the specific degree of effectiveness. The axis on the left represents "proving very worthwhile," the center axis represents "creditable but not outstanding," while the axis on the right represents "ineffective." The percentage of student responsibility in several of the activities is indicated on the vertical-distance axes. For instance, of those who checked art activities as "proving very worthwhile," 53.4 per cent indicated student responsibility; of those who evaluated it as "creditable but not outstanding," 40.2 per cent indicated student responsibility; and of those considering it "ineffective," 14.3 per cent indicated student responsibility. The activities charted are those in which more than 150 responses were made in the "proving very worthwhile" classification. This group included 52.2 per cent of the categories of activities and 75.6 per cent of the number of activities in the "proving very worthwhile" classification. In general, this figure shows that the greatest amount of student responsibility exists in those activities which are proving very worthwhile, a lesser amount existing in those considered creditable, and still less in the ineffective group.

The facts reported in this chapter show that those activities for which students had the responsibility for initiation, development, and control were judged to be more effective than those for which students were not responsible. More specifically, it was shown that the index of effectiveness decreased as the percentage of student responsibility decreased. Perhaps one



*In those instances where the "ineffective" line was not charted it means that there were less than 10 cases and therefore no percentage was computed

FIG. 7.--Percentage of student responsibility for 12 categories of activities at 3 levels of effectiveness in 167 institutions.

reason for this relationship lies in the fact that one important criterion for judging the effectiveness of an activity is the opportunity for experience or responsibility which it gives to the learner. For instance, it may be more important that individuals learn techniques which are new to them than that a particular activity appear to function with all the smoothness which might be expected if well experienced persons were in charge. Effectiveness and student responsibility go hand in hand as a teaching and learning process. The more opportunity which is given for student responsibility the more effective the activity will become. Conversely, the more effective the activity becomes the more student responsibility will be given. It would seem, therefore, that activities should be provided in which students can be given experience in assuming responsibility. This would necessitate the planning of a type of program in which students would have an opportunity to participate in an active manner. For instance, a party which used hall talent for entertainment and for which students arranged the refreshments might be a more profitable learning experience than one in which entertainers were brought in from the outside and a cateress planned the refreshments.

The philosophy and training of the person supervising the program is an important consideration. She must be able consciously to recognize areas in which students are best fitted to assume responsibility, she must open up possibilities to them, and she must plan a program which will permit individuals and groups to progress in the amount of responsibility they assume. Such experience is valuable preparation for adulthood.

Summary

Head residents in the 167 colleges were asked to indicate those activities in which "the students have primary responsibility for initiation, development, and control." The responses were analyzed in four different ways: (1) as a percentage of the total number of activities provided in the hall, (2) as a percentage of the total number of activities provided in the hall and evaluated as proving very worthwhile, (3) as a percentage of the total number of activities provided in the hall and evaluated as creditable, (4) as a percentage of the total number of activities provided in the hall and evaluated as ineffective. The facts reported show that those activities for which students had the responsibility were judged to be more effective than those for which students were not responsible. Furthermore, it was shown that the index of effectiveness decreased as the percentage of student responsibility decreased.

CHAPTER V

THE INTENSIVE STUDY

Purposes of the Intensive Study¹

The method of examining closely a number of residence halls by personal visits was employed for the following purposes:

1. To gather added data which could not be obtained through the mailed questionnaire because of making it too complex.
2. To seek information which could better be brought out through discussion than through a questionnaire.
3. To observe the program in operation and the general spirit prevailing among participants.
4. To observe the relationship of the physical facilities to the program.
5. To gather student opinions regarding the program.

This chapter deals with those aspects which were included in both the intensive and questionnaire investigations and which have been discussed in Chapters II, III, and IV. Its main purpose is to show comparisons of those aspects which were included in both studies. Chapters VI, VII, and VIII will be devoted to aspects which were considered in the intensive study only.

Procedure

The method used for the intensive study was described in Chapter I; the reader is referred to Appendices F and G for

¹

See Appendix C for a list of the institutions visited.

examples of the forms used for gathering data. The investigator spent approximately a day and a half on each campus. Obviously, conditions varied from campus to campus and the circumstances under which the investigator worked varied accordingly. The amount of time spent with a student group exceeded the time spent with a head resident for the reason that it took longer to derive a composite judgment from a group than to get the judgment of a single person. The investigator always dealt personally with the student group and also always made an attempt to deal personally with the head resident. If, however, time or circumstances prevented that the form was explained to the head resident and she worked alone on it, filling out parts at her own convenience. In general, there was a fine spirit of co-operation among all participants and the spirit prevailing in the discussions was one of mutual interest and concern.

Composition of the student groups varied with circumstances. The investigator asked for a group of approximately six women who were living in the hall. Usually the personnel of the group was decided by the head resident in conjunction with one or two students. Such factors were considered as are given in the following list of opposites: (1) house officers and other residents, (2) upper classmen and lower classmen, (3) women with high participation records and with low ones, (4) sorority women and independent women.

Treatment of the Data

The data gathered from the intensive study in regard to activities provided in the hall, their judged effectiveness, and the amount of student responsibility involved, were treated in the same manner statistically as was used in the questionnaire investigation.

Certain Aspects of the Intensive Study
Related to the Questionnaire Study

Table 9 is a summary of judgments gathered from both the questionnaire and the intensive studies in regard to: (1) percentage of activities provided in the hall,¹ (2) index of effectiveness,² (3) student responsibility.³ It is arranged so that the reader can readily see comparisons between four judgments, three of which come from head residents and one from students. Each heading carries four columns of figures. The first column on the left represents the findings from the total number of questionnaires checked. The second shows the findings from those original questionnaires which applied only to the twelve schools which were also later studied intensively. The third and fourth columns point out head resident and student judgment, respectively, as found by personal visit in the intensive study.

It will be seen that under the heading "percentage of activities provided in the hall," the amount of provision for social activities indicated in the questionnaire investigation was 79.8 per cent; the per cent indicated by those original questionnaires from the twelve colleges later studied intensively was 89.7. The percentages indicated in the intensive study were 88.7 and 84. from head residents and students, respectively. By carefully examining the first four columns of the table the reader is

¹Tables in regard to opportunities provided in the hall from which this summary was derived are:
Table 5 in Chapter II
Appendix L

²Tables from which the summary was derived in regard to effectiveness are:
Table 7 in Chapter III
Appendix L

³Tables from which the summary was derived in regard to student responsibility are:
Table 8 in Chapter IV
Appendix L

TABLE 9

COMPARISON OF TWELVE INSTITUTIONS INCLUDED IN THE INTENSIVE STUDY WITH 167 INSTITUTIONS
IN THE QUESTIONNAIRE STUDY WITH REGARD TO THE PERCENTAGE OF ACTIVITIES PROVIDED,
THE DEGREE OF EFFECTIVENESS AND THE EXTENT OF STUDENT RESPONSIBILITY

Activities	Percentage of Activities Provided in Halls				Index of Effectiveness				Student Responsibility			
	Total Questionnaires Checked	Original I - S Questionnaires	Intensive Study		Total Questionnaires Checked	Original I - S Questionnaires	Intensive Study		Total Questionnaires Checked	Original I - S Questionnaires	Intensive Study	
			Head Resistant	Student			Head Resistant	Student				
Social	79.8	89.7	88.7	84.5	2.81	2.79	2.72	2.88	53.1	53.8	78.7	81.6
Manners and Custom	96.8	96.7	100.0	91.4	2.60	2.69	2.38	2.59	17.4	24.1	52.9	43.7
Recreation--hall ..	80.6	92.1	92.2	78.3	2.60	2.71	2.58	2.65	45.2	45.8	78.9	100.0
Recreation--campus	52.3	51.4	59.1	25.0	2.79	2.62	2.92	*	14.5	33.3	87.5	*
Hall teams	83.3	72.7	*	*	2.89	*	*	*	25.9	*	*	*
Publicity	56.6	73.2	75.8	78.4	2.62	2.77	2.84	2.52	56.3	46.7	72.0	72.4
Dining room	78.8	88.5	76.8	79.0	2.56	2.63	2.47	2.39	24.8	15.2	37.2	55.1
Leadership training	83.9	100.0	60.7	16.7	2.69	2.72	2.65	*	29.4	24.0	23.5	*
Discussion groups .	41.7	52.4	20.5	8.2	2.60	2.64	*	*	27.0	45.4	*	*
Music	53.9	62.5	46.0	31.9	2.77	2.93	2.66	2.76	44.8	52.5	45.7	82.8
Art	64.4	57.1	60.5	34.0	2.61	2.79	2.74	2.62	47.8	62.5	60.9	87.5
Drama	36.1	52.0	47.4	43.5	2.67	2.65	2.72	2.75	45.1	46.1	77.8	90.0
Library	38.5	51.7	67.9	70.3	2.62	2.80	2.89	2.11	26.6	53.3	47.4	65.4
Religion	48.4	45.5	35.1	9.1	2.60	2.50	2.54	*	47.5	40.0	30.8	*
Tutoring	32.5	*	*	*	2.38	*	*	*	5.4	*	*	*
Health	61.2	90.0	70.0	25.0	2.35	*	*	*	8.5	*	30.0	75.0
Student--faculty ...	59.7	69.6	63.6	45.8	2.73	2.75	2.57	2.45	29.2	25.0	50.0	63.6
Integration	80.0	75.0	88.2	59.4	2.61	2.90	2.87	2.32	38.8	28.6	53.3	73.7
Student government	98.0	100.0	100.0	100.0	2.81	2.82	3.00	3.00	53.5	81.8	66.7	75.0
Orderly habits	100.0	100.0	*	83.3	2.84	2.42	*	2.30	18.1	33.3	*	60.0
Hse. serv. grat. ..	71.0	74.2	*	13.6	2.72	2.91	*	*	17.7	13.0	*	*
Hse. serv. rem.	77.0	80.0	91.5	100.0	2.87	2.80	2.89	3.00	4.0	2.3	16.7	35.0
Altruistic	86.9	76.9	*	50.0	2.62	2.70	*	*	48.3	60.0	*	*
Averages	67.9	75.0	69.1	53.7	2.65	2.72	2.71	2.60	31.7	34.8	53.5	70.7

*Percentages and indexes were not computed because number of cases was less than 10.

enabled to make further comparisons. In general there is considerable agreement among the four judgments. The averages shown for the columns facilitate comparison.¹ In regard to the percentages of activities provided in the hall the averages based on responses made by head residents were: (1) in the questionnaire study—67.9, (2) in the questionnaires of the twelve colleges later studied intensively—75.0, in the intensive study group upon personal visit—69.1. This shows rather remarkable agreement as to the percentage of activities provided whether the number of institutions studied was 167 or twelve, or whether the information was secured by mail or through personal visits. The students, on the other hand, report an average of 53.7, indicating that in their opinion fewer activities were provided in the twelve schools of the intensive study than were indicated by the head residents. In some cases discrepancies of varying amounts will be noted. In the categories of leadership training and religious activities, for example, it is apparent that the head residents think that activities are provided in much larger number than the students do. Other discrepancies may be the outgrowth of a difference in interpretation between the filling out of a mailed questionnaire and later doing the same thing with the personal counsel of the investigator. Such may be the case in relation to discussion groups provided in the hall. The percentage struck a sharp course

1

These averages are not, strictly speaking, comparable since they are based on a different number of categories in each column. This is necessary because of the fact that certain percentages and indexes could not be computed when the number of cases available was too small. To report averages for each column which would be strictly comparable with the averages of all other columns with which comparison might be made would be very cumbersome. Recomputation of several of these averages on a strictly comparable basis indicated that such averages were not materially different from those reported at the bottom of Table 9.

downward when it was explained by the investigator that organized and planned discussion groups were the type alluded to.

The importance of the activity program as a vehicle for learning experiences is developed in Chapter VII and will not be further elaborated here. It is the opinion of the investigator based upon observation during the intensive study that few halls are making the most of their possibilities through activities. The scope of the activity program was in some cases not broad enough to embrace the needs and interests of every individual woman. Some activities could have yielded more varieties of experience had they been planned with this objective in view. Only two halls kept any kind of participation record with a view to diversifying the types of experience.

In two halls few activities were provided for the group as a whole but were provided by each sorority or social group living there for its members only. In such cases the programs were weighted heavily on the social side and also resulted, in the judgment of the investigator, in contributing to a cliquishness which was in direct opposition to the esprit de corps so necessary to a smooth running organization. Outwardly, it appeared to function with a measure of success but even students who were themselves members of such groups did not wholeheartedly approve.

In some situations there was also a tendency to depend upon groups outside of the hall to provide experiences which might have been much more effectively handled from within. For example, news concerning activities in the hall could be more effectively reported by a student living there and participating than by a reporter from the outside whose contact with the hall was only occasional and on a more superficial plane. This suggests that a further study of the unique sphere of the hall might be profitable.

If administrators know more clearly the kinds of activities which could most profitably be carried on in the residence hall they would be able better to select head residents who are competent to direct a program consistent with the educational objectives of the institution.

It is helpful if those in charge of food and building maintenance have also the educational viewpoint. The serving of food is attendant on certain social functions in which case the co-operation of the dietitian is both desirable and necessary. In one hall the investigator asked, "Why don't the students make more use of the living room?" The answer was "'Maintenance' says that no fountain pens shall be used in that room, so the girls seldom go there."

In regard to the effectiveness of activities, Table 9 shows the averages of the indexes based on responses by head residents in the questionnaire study to be 2.65; in the questionnaires of the twelve colleges later studied intensively, 2.72; and in this later intensive study the average was 2.71. The student average of 2.60 did not differ greatly from the averages shown by head residents; the difference between the averages for students and head residents is due almost entirely to the ratings in the two categories of library and integration, where head residents gave substantially higher ratings than the students. These differences are, respectively, .78 and .55, which are 3.4 and 2.9 times their respective standard errors. In only three of the twenty-three categories (recreation—campus, library, and integration) is the difference between the highest and the lowest index large enough to be statistically significant. On the whole these figures indicate considerable agreement as to the effectiveness of the activities in the different categories regardless of

whether the information was secured by mail or through personal visits, regardless of whether the 167 institutions were considered or only the twelve colleges in the intensive study, and regardless of whether the judgments were those of head residents or students. Since the weighting scheme here ranged from 3.0 for those activities evaluated as proving very worthwhile to 1.0 for those evaluated as ineffective, these averages seem rather high. Perhaps those responsible for the program feel that what they are doing is worthwhile or they would not be doing it. It might also be possible that those in charge of residence halls are not accustomed to evaluating their own program and consequently have not developed very well defined standards for doing so.

In the matter of student responsibility as reported in Table 9 the averages of 31.7 and 34.8 indicate agreement of the total questionnaire group and the questionnaires of the twelve colleges later studied intensively. In the intensive study, however, the average reported by head residents rose to 53.5 which is a considerable discrepancy. The seemingly low percentages for student responsibility as reported in the questionnaires as well as the discrepancy pointed out may be attributed to two factors: (1) because of the make-up of the questionnaire, it might have been possible for the head resident to overlook the item of student responsibility. Observations made when tabulating individual questionnaires confirmed that opinion. The higher average reported by head residents in the intensive study suggests that fewer such oversights occurred when the head resident and the investigator worked together; (2) in connection with the intensive study an interesting reaction was noted among head residents in regard to checking this item in the questionnaire. Their conservatism in indicating student responsibility was partially due

to the content of the statement which stipulated that it was for "initiation, development, and control" of activities. They find a division point between initiation on the one hand and development and control on the other. They pointed out that much is developed and controlled by students which is not initiated by them and consequently some hesitated to indicate student responsibility where all three conditions did not exist.

On the surface it may seem deplorable that students do not initiate as many activities as they later develop and control. Further reflection will show that this is not out of line with practice in other educational situations. One function of the teacher and curriculum planner is to incorporate into the curriculum those elements which have proved themselves to be worthy of inclusion. It is as reasonable to expect that the person planning the residence-hall program will need to initiate some elements which she knows to be worthy but which the students might overlook because of their inexperience. Furthermore, it is certainly defensible to open up new interests and possibilities to the learner.

In light of this interpretation of what was meant by student responsibility many head residents in the interview indicated that it was present for activities for which they had not indicated it on the original questionnaire.

In view of the explanations above, it is reasonable to assume that if personal visits could have been made to each of the 167 institutions a higher degree of student responsibility would have been reported. There seems no reason to believe, however, that the relationship between student responsibility and effectiveness reported in Chapter IV would be materially effected by this change.

It would be highly commendable if student responsibility could be maintained on a high plane of constructive co-operation in which both students and head residents contribute in a manner appropriate to their experience. Observation during the intensive study leads to the conclusion that the incidence of such situations is all too infrequent. In some situations that which appears to be and is technically called "student responsibility" is not exactly that but is analagous to the small boy who holds the ends of the lines and clucks to the horses while his father drives the team. The psychology of the autocratic director in such a case is that student citizens will co-operate more wholeheartedly if they think that fellow students are responsible. In such instances students are not fooled but usually tend to be co-operative. Such co-operation makes for a smooth running automaton which is fairly easy to manage and outwardly appears effective. It is, nevertheless, operating in opposition to the processes of maturation in that it does not show proper confidence in the ability of a mind to develop through experience. This pseudo student responsibility, which is technically real, accounts largely for the average percentage of 70.7 for student responsibility reported by the students.

The above paragraph describes a condition which exists when the director tends to be autocratic and lacking in wise educational objectives. Another type of director might be called the "sentimentalist," whose attitude toward student responsibility is just as crippling to the learner. Unfortunately, this director will assume a great share of the responsibility herself because she likes to have the students feel dependent upon her.

In general, the extent to which students assume responsibility for their own activities as indicated by the percentage

averages reported above is somewhat limited. In Chapter IV it was shown that those activities in which students had responsibility were judged to be more effective than those in which they did not have it. This would suggest that it might be profitable to increase the amount of responsibility delegated to students.

Comparison of the Findings of the Two Studies

Considerable agreement was found between the four judgments in the matter of activities provided, their judged effectiveness, and the amount of responsibility delegated to students. A comparison of the questionnaires returned by the 167 institutions and those returned by the twelve institutions selected for intensive study indicates substantial agreement as to the percentage of activities provided, the degree of effectiveness, and the extent of student responsibility. In each of these three aspects the twelve institutions appear to be slightly superior to the larger group but the differences are not great. When a comparison is made between the questionnaires returned by the twelve institutions and the data gathered from these same institutions through personal visits there is considerable difference in the report on student responsibility but virtually none in the reports on the percentage of activities provided and the degree of effectiveness. When the reports of the head residents and students are compared it is evident that the head residents make slightly more favorable reports as to the number of activities provided and as to their effectiveness, although again the differences are not great. The students make substantially more favorable reports than do head residents as to the extent of student responsibility.

It seems fair to conclude that the small group of twelve institutions studied intensively is fairly representative of the larger group of 167 and that reports by questionnaires from head residents is a satisfactory method of securing this type of information, although conclusions with regard to student responsibility should be made with caution. Although twelve institutions is a small group on which to base generalizations the data indicate that this group is representative of the larger group of 167. It, therefore, follows that added aspects which were studied only in the twelve colleges may be considered fairly typical of the much larger group studied through the questionnaire. Furthermore, it was shown in Chapter I that the 167 institutions were a reasonably typical cross section of all institutions having college operated residence halls for their undergraduate women.

Summary

An intensive study was made through personal visits to twelve institutions. The findings were summarized and a comparison made in regard to the three aspects which were common to both studies, namely: (1) activities provided in the hall, (2) effectiveness of the activities, and (3) the extent of responsibility assumed by students for their activities. In regard to the percentage of activities provided in the hall the averages based on responses by head residents were: (1) in the questionnaire study—67.9, (2) in the questionnaires of the twelve colleges later studied intensively—75.0, (3) in the intensive study group upon personal visit—69.1. This shows rather remarkable agreement as to the percentage of activities provided whether the number of institutions studied was 167 or twelve or whether the information was secured by mail or through personal visits.

In regard to the effectiveness of activities the average of the indexes based on responses by head residents in the questionnaire study to be 2.65; in the questionnaires of the twelve colleges later studied intensively, 2.72; and in this later intensive study the average was 2.71. The student average of 2.60 did not differ greatly from the averages shown by head residents. In only three of the twenty-three categories of activities (recreation—campus, library, and integration) is the difference between the highest and the lowest index large enough to be statistically significant. On the whole, considerable agreement was indicated as to the effectiveness of activities in the different categories regardless of whether the information was secured by mail or through personal visits, regardless of whether the 167 institutions were considered or only the twelve colleges in the intensive study, and regardless of whether the judgments were those of head residents or students.

In the matter of student responsibility the averages of 31.7 and 34.8 indicate agreement of the total questionnaire group and the questionnaires of the twelve colleges later studied intensively. In the intensive study, however, the average reported by head residents rose to 53.5 and the average based on student responses was 70.7. This discrepancy in the responses of head residents and the different opinion expressed by students could be partially explained.

These data indicate that the small group of twelve colleges is fairly representative of the larger group of 167 and that reports by questionnaires from head residents is a satisfactory method of securing this type of material although conclusions with regard to student responsibility should be made with caution.

CHAPTER VI

METHODS, TECHNIQUES, AND AGENCIES USED TO INDUCE AND ENCOURAGE PARTICIPATION IN ACTIVITIES

Significance of the Methods, Tech- niques, and Agencies Used

If the activities which are carried on in a residence hall have value as learning experiences, each house member should participate in the particular manner and to whatever extent the activities meet her needs. Just as in other educational situations it is necessary to open up the various possibilities if the offerings are to be advantageously used. This chapter deals with the methods, techniques, and agencies which were used to induce and encourage such participation in the twelve institutions studied intensively. A list of them follows together with a brief description of each. The composition of the list was derived from the same three sources as were the categories of activities, namely: the literature in regard to residence halls; the experience of the investigator of living in and directing halls; and from the suggestions of seven experienced and successful head residents in five institutions. Some of the methods, techniques, and agencies described may be adapted to use in a wide variety of activities while others may be peculiarly suited to use with only certain ones.

House meetings.—The house meeting necessitates calling together all of the residents at one time. Such practice would obviously be too inconvenient for frequent use especially in large halls.

House council.—The house council is a smaller, more manageable group. It consists usually of the house officers together with representatives of special groups.

Inter-hall council.—On campuses having more than one residence hall an inter-hall council is an agency through which activities can be integrated and the most advantageous use made of all facilities available.

House officers.—The fact that the group of house officers is small renders it more usable in certain instances than the larger groups.

Floor meetings.—In a large hall floor meetings are especially helpful since it is difficult to bring the entire group of residents together very frequently.

Committee meetings.—Committees serve as an effective means through which to accomplish specific projects. A residence-hall organization may appoint standing or temporary committees, or both.

Clever advertising.—Advertising through such media as skits, posters, and displays is a method which may be used effectively to arouse interest in activities.

House news organ.—The house news organ even though it may not be an elaborate one can be used as an agency through which students are kept informed concerning various projected activities.

Bulletin board.—The possibilities of the bulletin board as an agency through which interest in activities can be aroused are many and varied. Strategically placed and well planned it is an effective means of providing information and guidance. Among other uses it can serve to carry announcements, news items, employment notices, and want ads. Articles concerning such matters

of popular concern as dress and etiquette may be posted there as well as information concerning vocations.

Dining-room announcement.—The dining-room announcement is a method through which residents can be kept informed and their interest aroused. The frequency with which students congregate for meals renders this a more expeditious method of passing out information than some others.

Organized competitive play.—Organized competitive play is a method through which it is possible to interest students in games whether they are of the quiet sort such as cards or of the active kind such as hockey.

Demonstration.—It is possible to portray accepted or correct procedures through the demonstration method. It might be used in the field of etiquette to illustrate the proper form of making introductions; or in the field of household arts to show how to make a bed.

Instruction.—Instruction is a method through which students may be induced and encouraged to participate. It may be necessary to teach a student to dance before she can be expected to attend a dancing party.

Inventory of interests.—An inventory of the interests of students can be used as an aid in planning the scope of an activity program.

Suggestion box.—The use of a suggestion box gives each individual an opportunity to propose ideas.

Volunteers.—The use of volunteers in connection with the activity program not only serves to get the necessary work done but also gives each person an opportunity to enter into an activity of her own choice.

Invitation.—The invitation is a very direct method through which students may be induced to participate.

Student-student guidance.—Such guidance is given an individual student by another according to a plan in which the staff counselor has participated.

Student-group guidance.—Student-group guidance is identical to the above except that it is given by an individual student to a group.

Counselor-initiated activity.—A technique which may suitably be employed to encourage participation is that of the counselor initiating an activity which she believes will meet a specific need.

Student-initiated activity.—A student-initiated activity may be used in the same way as the counselor-initiated one.

Campus agency.—Participation may be encouraged through some campus agency. For instance, the campus athletic association may encourage the formation of hall teams by arranging an intra-mural tournament.

Tradition.—The transmission of customs from one college generation to another is common on all campuses to a greater or lesser degree and participation in activities may be encouraged by such traditions.

Method of Gathering Data

Information regarding this aspect of the investigation was obtained from both students and head residents and recorded on the "Interview Check Sheet" previously referred to and which may be seen in Appendix G. Twenty-three methods, techniques, and agencies were listed. They were studied in relation to the main categories of activities such as social activities, etc., and not with reference to individual items.

Incidence of Methods, Techniques, and Agencies Used

A table showing the specific methods, techniques, and agencies used in the various activities as indicated by the head residents and students, respectively, can be found in Appendix M. For the convenience of the reader the most important findings are presented in Table 10.

In Table 10 the categories of activities are listed at the top. Only those activities are listed in which ten or more colleges indicated that at least one of the activities in that category was provided. Next, the number of colleges reporting the activity is given. Following this, the total number of methods, techniques, and agencies used in each category of activities is stated, and this is followed by the average. Finally, the specific methods, techniques, and agencies used in the various categories of activities are pointed out in scatter-diagram effect, using the symbols S and H. These symbols are used to indicate those techniques which were used in that category by 50 per cent or more of the colleges. The letter S is used to indicate the student report, while the letter H is used to represent the report of the head resident. For example, it can be seen that twelve schools were reported by both students and head residents as providing social activities. The total number of methods, techniques, and agencies reported by students and head residents, respectively, were 121 and 127, which means that the average number used to encourage participation in social activities in each college was 10.0 and 10.7. With regard to specific techniques the bulletin board may be used as an example; it may be seen that it was reported by both students and head residents as having been used in 50 per cent or more of the colleges for encouraging

TABLE 10
METHODS, TECHNIQUES AND AGENCIES USED TO INDUCE AND ENCOURAGE PARTICIPATION IN SOME
ACTIVITIES IN THE RESIDENCE HALLS OF TWELVE INSTITUTIONS*

Techniques	Social	Manners and Customs	Recre- ation Hall	Pub- licity	Dining Room	Muslo	Art	Drama	Inte- gra- tion	Student Govern- ment	Orderly Habits	Hee. Serv. Rem.
	12-12	12-12	12-12	12-11	12-12	12-12	12-12	10-11	11-10	12-12	10-5	12-12
Total number used												
Student	121	75	40	57	37	57	73	44	57	84	30	19
Head resident ..	127	65	46	42	42	55	52	37	46	48	32	11
Average number used per school												
Student	10.0	6.3	3.3	4.8	3.1	4.8	6.1	4.4	5.2	8.0	3.0	1.6
Head resident ..	10.7	5.4	3.8	3.8	3.5	4.6	4.3	3.4	4.6	4.0	**	0.9
House meetings ..	S-H	S-H	...	...	...	...	...	...	S-H	S-H	...	...
House council ..	S-H	S-H	...	...	...	...	...	...	S-H	S-H	...	...
House officers ..	H	...	...	...	...	...	...	...	...	...	...	...
Floor meetings ..	S-H	S	...	...	...	...	...	...	...	S	...	...
Committee meetings	S-H	...	...	...	...	S	S-H	S	...	S	...	...
Clever advertising	S-H	...	...	S	...	...	...	...	...	...	...	...
Bulletin board ..	S-H	H	...	...	...	...	S	...	S-H	S	...	...
Dining room announcement ..	S-H	...	...	...	...	...	...	...	...	...	...	...
Volunteers	H	...	...	S	...	...	S-H	S	...	...	...	...
Invitation	H	...	...	...	...	...	...	...	...	...	...	...
Student-student guidance	S-H	...	...	...	...	...	...	...	...	...	...	...
Councilor initiated	S-H	S-H	...	...	...	...	H	...	...	...	...	...
Student initiated	...	...	S-H	S	...	S	S	S	...	S	...	S
Campus agency ...	S-H	S	...	...	...	...	...	...	...	...	...	...

*Table shows only those in which ten or more colleges reported having the activity and in which 50 per cent or more of the number used one or more techniques.

**Average not calculated because less than 10 schools reported activities in this area.

participation in social activities; by head residents only in the category of manners and customs; students only in 50 per cent or more of the colleges in art activities; by students and head residents in 50 per cent or more of the colleges in the integration of activities; and by students only in 50 per cent or more of the colleges in the category of student government.

This same material may be more easily comprehended by a glance at Figure 8. The percentage of techniques reported by both students and head residents is shown for each category of activities ranging in order from the highest to the lowest number used by head residents. There is an appreciable agreement in most categories between the two groups reporting. Considerable difference is, however, evident in a few categories. The most marked difference is in student government where students reported the use of many more methods, techniques, and agencies than head residents. By consulting Table 8 it can be seen that both head residents and students reported the use of house meetings and house council but only the students reported the use of floor meetings, committee meetings, the bulletin board, and student initiative. This would seem to indicate that after official plans and decisions are made in the large group meetings the students assume considerable responsibility in the execution of those plans and use a variety of techniques to accomplish their ends.

The largest percentage of methods, techniques, and agencies was used in the categories of social activities and student government. Those most widely used were: (1) "house meetings," (2) "house council," (3) "bulletin board," (4) "committee meetings," and (5) "student initiative."

Some interesting points which could not be evidenced in the data presented but which are noticeable upon careful

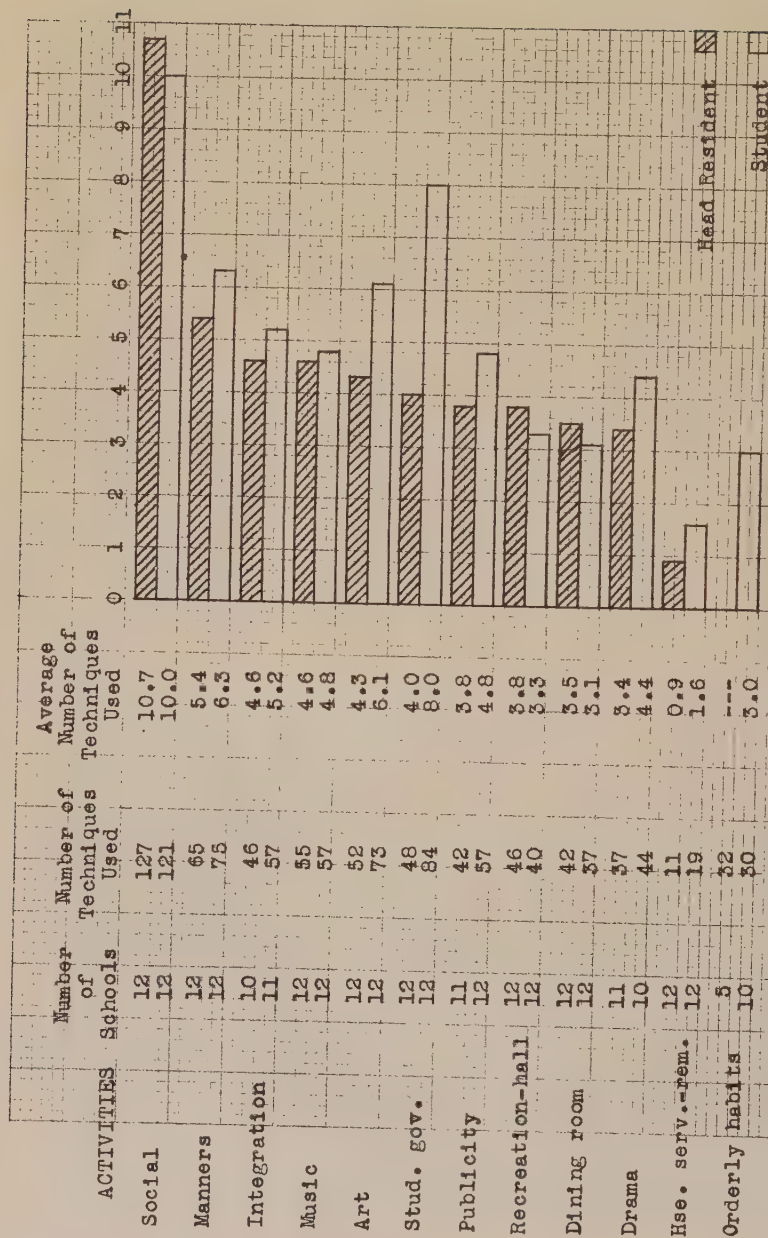


Fig. 8.-Average number of methods, techniques, and agencies used to induce and encourage participation in some activities in the residence halls of 12 institutions as indicated by students and head residents.

examination of the individual check sheets and supported by observation are: (1) each hall tended to follow a set pattern of techniques for most activities, (2) those schools having the most varied and vital program, in the opinion of the investigator, used the greatest amount of inducement and encouragement, (3) the extent to which "volunteers" was used as a technique seemed to serve as a "barometer" of the success of the program. Volunteering was indicative of esprit de corps and that in turn with the quality of the program. This point will be expanded in Chapter VIII.

The principle underlying the use of a variety of methods for encouraging participation in activities might be compared to that of advertising. If the dealer has something to sell he is apt to call the attention of the public to his product through a variety of means and by appealing to the senses of sight, hearing, taste, smell, and touch. The more successfully he can do this the more of the product will be sold. In Chapter I the values of participation were discussed and it may be assumed here that students profit from taking part in activities. It follows that it is desirable to open up the possibilities to them. All students cannot be appealed to in the same manner and all activities cannot be encouraged by the same method. Consequently, a variety of methods is needed where large groups of people are concerned. The relationship between methods, techniques, and agencies used and some factors which might influence the program will be discussed in Chapter VIII.

The ability of the head resident consciously to recognize the relative values of certain activities in meeting the needs of individuals and groups is an important consideration in the elements of both content and number of activities to be provided.

It follows that the methods used for encouragement will be dependent upon that consideration.

Summary

A study was made of the methods, techniques, and agencies used to induce and encourage participation in residence-hall activities. Those activities in which the greatest number of methods, etc. were used were social activities and student government. Those methods, techniques, and agencies most frequently used to induce and encourage participation in all activities were: house meetings, house council, committee meetings, bulletin boards, and student initiative.

CHAPTER VII

THE CONTRIBUTION OF PARTICIPATION TO AREAS OF STUDENT RELATIONSHIPS

Purpose of This Chapter

The preceding chapters constitute a resume of the scope of activities provided in residence halls; their judged effectiveness; the amount of responsibility given to students for carrying out the program; and the techniques employed in inducing and encouraging participation. In other words, an attempt was made to learn what was done and how it was done. The purpose of this chapter is to reveal what the students get out of such participation as expressed by head residents and the students themselves. Material in the preceding chapters was based upon responses by students and head residents to an objective check list. Material for this chapter consists mainly of opinions expressed by students and head residents in regard to the learning experiences which they believe the residence-hall program provides.

Method of Collecting Data

The method used was to record verbatim statements from an informal discussion with the group of co-operating representative students and with head residents. At a convenient time following the session in which factual data had been gathered the investigator opened a discussion with remarks such as: "You have told me all about what you do in your hall and how you do it; now can you tell me what you get out of it? Perhaps you think you aren't getting anything out of it and might as well be living in a different

environment. Try to be perfectly frank in your statements." These remarks were also used to open the discussions with head residents and were changed only in regard to the idea of how they thought the students were profiting from the experience.

Organization of the Statements

There are any number of ways in which these statements might be ordered. The pattern used here was used originally by committees of the Progressive Education Association.¹

Outline of relationships.—In order to determine what should be included in a program of general education an outline based on the needs of youth in American culture was developed. Using the needs concept as a foundation four areas of relationships in which students might satisfy those needs have been defined as follows:

1. Personal living

Definition of the area: This includes the growth and development of the individual as it takes place in the social matrix

Needs in the area

- a. To attain a maximum of physical and mental health to maintain it
- b. To develop competence in social participation
- c. To develop a satisfying personal philosophy
- d. To develop a role that will enable the individual to express selfhood and individuality
- e. To develop interests, attitudes, and appreciations

2. Immediate personal-social relationships

Definition of the area: This area included face-to-face relationships with the family, age-mates of both sexes and adults outside the home

¹

Progressive Education Association, The Social Studies in General Education, pp. 116-237. A Report of the Committee on the Function of the Social Studies in General Education. New York: D. Appleton-Century Company, 1940.

Needs in the area

- a. The development of maturity as a participant in home and family life
- b. The development of a mature relationship with age-mates of both sexes
- c. The development of a satisfying relationship with adults outside the home

3. Social-civic relationships

Definition of the area: This area included those relationships that reach beyond the face-to-face contact of family and small group into the society of the local community, the state, the region, the nation, and the world. These relationships require much greater use of general principles and conceptualization than do immediate personal-social relationships.

Needs in the area

- a. Responsible participation in socially significant activities
- b. Social recognition

4. Economic relationships

Definition of the area: This aspect includes the activities of the individual in the production and distribution of goods and services

Needs in the area

- a. A sense of security and assurance of economic adequacy
- b. Vocational orientation
- c. Ability wisely to select and use goods and services
- d. Participation as a citizen in basic economic problems

Classification of the Statements

An attempt has been made to classify the statements by

students and head residents into the four areas defined. Not all statements were used but only those in each area which were stated in rather specific terms. This classification is based solely on the judgment of the writer and it is understood that other persons might arrange them differently. Furthermore, it will be noticed that frequently a statement may be classifiable in more than one area. This is not surprising when it is understood that areas of human relationships are not mutually exclusive. The statements are reported in verbatim form.

Contributions to the area of personal living

A. Building a satisfactory personal philosophy:

A consistent system of personal philosophy is necessary to the individual if his skills and abilities are to take the proper direction. Such statements as follow indicate that the group-living situation of the residence hall is an aid to the process of discrimination between diverse systems of values and ultimately toward the formation of a value pattern for each individual.

- 1
S: "You have to set your own standards and values--not adopt those of your parents."
- S: "Through contacts you ask yourself, 'What is the supreme objective in life?'"
- S: "You learn that others have a different sense of value from yours."
- S: "You learn to appreciate the values you've been taught."
- S: "You become more willing to accept another's opinion but with acceptance you retain your individuality."
- S: "Learning the values of superficialities, such as manners, helps formulate your value pattern for things more fundamental."
- S: "Bull sessions are most valuable. There is always some one who has had experience you've never had and never will have and you can learn vicariously."
- S: "You learn to decide whether you'll do what the group does or what you should do."

B. Opportunity for self-expression--the formation of individuality:

A young person feels keenly the need to find the particular role which he as an individual is going to play in society. The residence-hall situation makes it possible for him to proceed on the basis of personal merit and have an opportunity to express himself.

- S: "At home you're from the same background as your friends but here you are from differing backgrounds"
- S: "Here in the residence hall you can start with a clean slate and make anything you wish of yourself--with your home friends, 'No.'"

¹
The letter S will be used to designate student statements while the letter H will designate those made by head residents.

- S: "In a community you have your attachments but in a dorm you form them."
- S: "Here you eventually get a feeling that people like you for you."
- S: "Clothes don't impress in this setting; it's character and personality."
- H: "They learn to accept friends on the basis of merit, recognize good and bad points and deal with them accordingly."
- S: "You change your standards of success. With increased competition you learn not to try to do and be the best but to do your own best."
- S: "In an activity you can back off from responsibility, if you wish, and that is what some need to do. You can participate in the way you need to."
- S: "We develop initiative, imagination, and creativity."
- S: "Through activities you learn to express emotions, put into use capabilities, and find new abilities and aptitudes."
- S: "You have to develop a sense of humor and you perhaps sharpen your own type."
- S: "You see what you would prefer the home you will establish to be like—you see the products of various kinds of homes."
- S: "You develop character because you consider the good of the group."

C. The integration of personality:

Regard and respect for the individual is probably the most distinctive characteristic of a democracy. The optimum development and integration of personality is to be encouraged. It enriches the life of the individual and enhances the value of the social contribution he makes to the community. Through a wealth of experience and observation made possible by mingling with many personalities in the residence hall, students feel that they are helped to form desirable personality patterns.

- S: "As a student adviser you integrate your own personality through crystallizing your philosophy to pass on to others."
- S: "Personality is affected by contacts with other people."
- S: "In the hall there is a concentration of many types of people and many ideas and you learn things fast."

- S: "You learn to evaluate character and what to incorporate in your own."
- S: "You see traits you like or don't like in others and incorporate them, or not, into your own personality."
- S: "You don't make yourself to please other people but only to try to keep from irritating them."
- S: "You notice things that people in general don't like in other people."
- H: "They learn to discriminate and pick up the good characteristics they admire in others."
- S: "You try to develop your good qualities and get rid of your bad ones."
- H: "They build their personality by taking hints from others."
- H: "They learn to understand their own possibilities and limitations."

D. Emotional maturity:

The acquisition of patterns of behavior appropriate to the various situations in which the student finds himself is part of the process of maturation. The advantage accruing from living and working with his peers gives a developing young person a valid basis for his choice of such behavior patterns.

- H: "Dorm life teaches them to be adult in their relationship to one another. They're past the childish relationship where allowances are made for them."
- S: "You learn emotional control—you learn that people will stand for just only so much mood and temper."
- S: "You learn the moods and temperaments of others."
- S: "You learn self-restraint."
- S: "You learn to concentrate."
- S: "You learn tact."
- H: "They learn to be independent."
- S: "Through all your experiences here you gain poise and self-confidence."
- S: "You can hash over sex matters—you get information from living with people that you can't get by mere acquaintance."
- S: "You have companionship when needed."

E. Emancipation:

Emancipation from complete dependence upon the family is gradual. Students believe that the security to be enjoyed through relationships in the residence hall helps them make a transition from the family circle to other intimate relationships outside the family circle.

S: "You are able to break away from home."

S: "This is our first time away from home. You learn to appreciate home much more."

S: "You grow away from attachments; you grow into this—what next?"

F. Problem solving:

Living with a group of contemporaries is considered by students conducive to the formulation of a more balanced attitude toward personal problems. It also furnishes a situation in which a measure of insight is gained through discussion with and observation of peers.

S: "It's nice to be living with a group of contemporaries. They're all doing the same things and going through the same problem solving as you are."

S: "In hashing over problems you learn that you aren't the only one who has them. This minimizes your own."

S: "You get a more balanced idea of what a real problem is."

S: "You learn that people are human. Even glamour girls have problems."

S: "You become more interested in the problems of others; it keeps you from being self-centered."

H. Health:

College women realize that good bodily health is important to success in intellectual and social pursuits. The residence hall is a situation through which it is possible to promote the formation of sensible health habits.

S: "We learn the benefits to be gained from regular rest and diet; isolation is no fun."

S: "We have good food here and are supposed to get plenty of sleep and that is good for us."

S: "When eating with other people you learn to eat a more diversified menu and like it."

I. Attainment of knowledge:

The thoroughness and speed at which one learns is greatly affected by the desire to learn. Students believe that the mingling of many minds in the residence hall not only stimulates a desire to learn but adds directly to the fund of knowledge.

S: "It's an inspiration for further achievement to be with others who are interested in further learning."

H: "They are inspired through competition to gain higher knowledge."

S: "Knowledge gained in class is brought here and discussed, clarified, and crystallized into a philosophy."

H: "They learn much through the concentration of divergent views. It isn't something the dorm teaches but something inherent in the structure of dorm society."

S: "In the hall you learn to think whether you go to class or not."

H: "Society has a right to expect more of an educated person. It is our duty to society to make that education as broad as possible; the residence hall is supplementary to the rest of the university."

S: "We get an integrated culture from living together."

J. Attitudes, interests, and appreciations:

Living with a group of peers seems to lessen the rigidity of attitudes which have been acquired in the more narrow confines of home and community life. New interests and appreciations may be fostered through new experiences and through association with other persons having a variety of interests. In young people some interests are matured and grow into a ratio proportionate to their affection and regard for the person who has presented that interest to them.

H: "Through living with others they change their attitudes toward self, work, and life."

S: "Living with a group helps to break one's own prejudices."

H: "We try to develop interests and appreciations for music, art, religion, etc., by setting up activities to reach the interests of all. If appreciation is understanding, then the better the girl understands, the richer her life is."

- S: "Through discussion you broaden your interests in and appreciations of: music, art, literature, international relations, race, religion, travel, occupations and other subjects you haven't been exposed to."
- S: "I'm learning to paint. I don't strive to be the best but do the best I can for my own pleasure."
- S: "Through work in activities you develop imagination and creativity."
- S: "We develop new interests because our friends are enthusiastic about something."
- H: "If one girl is a musician it 'rubs off' on others."
- S: "You see new interests but they are 'contagious' only if they fit your personality."
- H: "Through the close student-professor relationship here they rub elbows with culture."
- S: "You become aware of so many things and it gradually grows; you're aware of little things."

K. Techniques :

Techniques are not fully developed until individuals are placed in situations which call for special techniques. College women testify to the fact that what they learn from others concerning even the simplest regimen of living is valuable.

- H: "They learn the technique of discussing a thing in order to learn what they want to know."
- S: "You learn to budget time."
- S: "You learn to manage money, yours and that of groups."
- S: "You learn good taste in dress. Some one says about your favorite dress, 'Huh uh.'"
- S: "You learn some personal habits which you haven't coped with before such as: washing, ironing, cleaning room, dressing hair, mending, decorating room, when to take a bath, health regimen, smoking, and holding liquor."

Contributions to the area of personal-social relationships

A. Social techniques:

Adequate social techniques will help young people in establishing relationships. The residence-hall program can afford opportunities for learning common social customs and techniques, as can be seen in the statements that follow.

- H: "Through the activity program we attempt to provide social situations through which the girls will receive training and practice in being at ease with all people in all places."
- S: "We learn such skills as: proper forms of introduction; how to accept an introduction; how to carry on a conversation and include the group; the proper forms for invitations and acknowledgments; and the mechanics of eating."
- H: "They learn to feel at home in the social situation. If they don't know how to do such things, i.e., to introduce, the fear of them makes these superficialities loom too large."
- H: "The program is so planned as to set up situations where problems will bring out a chance to learn what they need to know."
- H: "A function is planned and the girl is faced with such questions as, 'what do I do?' 'what do I say?' and 'what is the proper form of introduction?' She then learns these things through a felt need."
- H: "With each success they are given more things to do and on a larger scale. That gives greater assurance and contributes to poise."
- H: "Girls are encouraged to participate according to their own level of development, i.e., maybe first as a committee member, then as chairman, and finally as an officer."
- H: "Through the activity program the girl develops social ease which adds greatly to her sense of security."
- S: "You learn social etiquette without which you'll be embarrassed."
- S: "You can breach gaps in your own life, i.e., how to get dates."
- S: "The dorm activities serve as a laboratory in which you can practice your learned techniques."
- S: "Other parties are more worthwhile than a dance because they call for the use of experiences and techniques to which you aren't as well accustomed."
- S: "You learn how to manage social functions."
- S: "You learn how to serve tea, greet chaperones, and talk to faculty members—as a freshman you're petrified, but as a junior you're at ease."
- S: "You find out the superficial in—Hall but you would learn more of the fundamentals if there were more activities."

B. Formation of friendships:

The residence hall is a place where friendships may develop and flourish. Friendships will naturally be formed on various bases. The close intimacy of residence-hall life lends itself to a discriminating choice and evaluation.

S: "I'm glad to have lived in the dorm and made friends with all the girls before moving to a sorority house."

S: "You learn how to evaluate friends."

S: "You make intimate friends because here you can find someone who has the same interests."

S: "You learn that making friends depends on you."

S: "The working relationship is important—you have to be doing something that matters in order to work up loyal friendships."

H: "Their personalities are complemented by a wide circle of friends."

S: "Fellowship starts in your rooms, grows to the corridor, and then to the entire hall."

S: "Classes aren't places to meet people; the residence hall is."

S: "In the dorm you have closer associations with many people than in any other situation."

S: "You discriminate between the people you like and the kind that's better for you; you can't run around with two hundred and fifty."

S: "You become less selfish about the other person's good time. You are glad to help a girl dress for a 'formal' even if you aren't going. Maybe she's even going to wear your dress."

H: "Through activities they are forced out of their own cliques."

C. Getting along with people:

As the process of emancipation from the family takes place the young person approaching adulthood moves into more mature relationships with other people. If his entrance into this new and broader society is to be successful it is important that he learn to get along with various types of people. The number and intimacy of relationships in the residence hall renders it a laboratory for such learning.

H: "They learn how to get along with folk different than themselves."

- S: "You learn to know and appreciate many types of people as well as how to live and deal with them."
- S: "You learn to be nice to people even if you don't like them."
- S: "You meet all girls in different moods and learn to accept them."
- S: "You learn to work with people."
- S: "You learn to evaluate character and personality."
- S: "You learn about other types of personalities by living with them, which you couldn't do in any other way."

Contributions to the area of social-civic relationships

A. Consideration for the group:

Co-operative group action is necessary to pleasant and worthwhile experiences in the residence hall. Lessons learned in this miniature world may be useful in the larger social world subsequently encountered.

- S: "You learn about yourself—how you fit into society."
- S: "You learn to subordinate individual interests and wishes for the good of the group."
- H: "They learn to respect the rights and feelings of others."
- S: "You learn the value and strength of group action."
- S: "You learn to abide by the decision of the group."
- S: "We do everything here by student opinion, so every person here must be trained to be a potential good citizen."

B. Responsibility for the group:

If any enterprise is to be carried out successfully some one must assume a measure of responsibility. Residents in a hall soon learn that lesson.

- S: "Serving on committees gives you an idea of the responsibility attached to providing a program."
- S: "When you're made responsible for a certain job you feel more like you belong' from then on."
- S: "Running our affairs is preparation for civic responsibility."

C. Techniques for work with groups:

The handling of any social organization is more efficiently accomplished if proper techniques are employed. Students believe that the hall offers a wide variety of situations in which such techniques can be learned and practiced.

H: "It is first-hand training in democratic processes. If we are going to have a democratic world it means that a great many people must know democratic procedures."

S: "The dorm is a world taken down to a working model on a small scale."

S: "You learn techniques for carrying out certain types of civic activity such as meetings, elections, and movements."

H: "Their practice in democratic processes prepares them for civic law-making."

H: "They learn how groups operate."

H: "They learn the value of representation."

H: "Any girl considers her opinion as important because she's always consulted."

H: "They learn that each individual is important. The opinion of every person in the hall must be considered before the group is committed to any special action."

S: "We learn how to organize and carry out a program."

H: "They learn how large-scale activities are conducted."

D. Leadership:

The success of social organization is determined in part by the effectiveness of the leaders. In a democracy an adequately trained leadership is important. This in turn calls for the training of the citizenry in the wise selection and appraisal of their leaders. The residence hall offers an opportunity for both types of training.

S: "We learn how to select leaders and they aren't always our best friends."

S: "You learn to show leadership by doing."

S: "You're in a position of leadership and it gives you self-confidence."

E. Co-operation :

Joint action within an organization or between separate organizations is necessary to a smooth running enterprise. The residence hall is fertile in opportunities to learn co-operation.

S: "You develop ability to take orders from fellow workers and people above and carry them out."

S: "When you've been a president and have asked people to do jobs and have been refused it makes you more responsible when you're asked."

S: "You learn to get things done on time."

F. Group loyalty:

Patterns of loyalty grow as the individual grows. Since they originate in the immediate environment, group life in the hall is a situation in which the student can learn to identify himself with those individuals, groups, and movements which are consistent with his own sense of values.

S: "You develop a feeling of group solidarity."

S: "You develop loyalty to your house unit."

G. Group regulations:

A certain degree of regulation is necessary wherever a large number of people live together. The residence hall offers opportunities for learning how such regulation can most effectively be accomplished.

S: "A dorm doesn't run by laws laid down but by individuals taking personal responsibility."

S: "You learn that you have a voice in government."

S: "Understanding of rules improves attitude."

S: "We learn to do things or not because they are right or wrong and not because of rules."

S: "In regard to regulations, you do something about a situation, you don't just talk."

H: "Too many rules make for a false security. If girls are too mature they must be given opportunity to develop."

H. Tolerance:

The residence hall provides rich opportunity for becoming acquainted with beliefs, habits, and practices differing from one's own.

S: "We learn about girls from other states and countries. We learn how different we are and how alike."

S: "All you have to do is mention an idea and you have fifty different views expressed."

S: "You learn to accept most any idea without surprise."

S: "Maybe you're a Baptist and you go to church with a Methodist and you see that it's a pretty good church."

S: "You get understanding--understanding is more than tolerance."

S: "It's good to have a radical in the group; you can argue much more freely."

S: "You learn to do things you don't like because of social pressures."

J. Freedom:

Residence-hall living shows the young adult that the measure of freedom he is accorded in that group is consistent with his ability to assume responsibility.

S: "You develop a sense of freedom along right lines--so you can take it."

E: "They learn that freedom brings responsibility; liberty, not license."

Contributions to the Area of Economic Relationships

This area was rarely mentioned. This may be attributed to the fact that economic considerations were not too important in the lives of the college students interviewed. Those acquainted with residence halls know, however, that there are opportunities provided for students to earn some part of their expenses. These activities frequently yield values other than monetary to the student. In only one college studied intensively did the investigator find a definite attempt being made through residence-hall activities to give students practice in their chosen vocational fields, such as dramatics, personnel administration, library, journalism, or home management.

Contributions to the Areas of Relationships

Judging from the opinions of both students and head residents as stated above, the residence hall has possibilities of assuming an important role in contributing to student needs in the various areas. While contributions in the area of economic relationships were not so numerous, those pointed out in the other areas were very inclusive. If one area were to be designated as

that in which students' needs are best being met in the residence hall it would probably be that of personal living. Needs met in this area are, however, basic to more satisfactory relationships in the other areas, resulting in a reciprocal effect.

In the statements quoted it is noticeable that the learning process in the hall takes place in two general ways. First, through social interaction—students learn simply from contact with many other minds. Second, they learn definite procedures and techniques through work in activities. It might be assumed that what is learned through the first method would not be at all dependent on the second. The investigator was careful to inquire about this point and found it to be the unanimous opinion of the students that learning through social interaction was more productive and effective when supplemented by the activity program. These activities vitalized their personal contacts and therefore supplemented the first method. Students believe that the intimacy of their contacts is a strong determinant in the first method and that the working relationship is likewise effective in the learning of procedures and techniques. In each instance the democratic group-living situation found in the residence hall renders it a real and practical laboratory in which problems in human relationships can be dealt with at first hand.

A discussion of the learning process as it occurs through experiences in the residence hall would not be complete without mention of a subtle, continuously operating force, which students believe to be as important as it is common. It might be called "potential participation." Although on the surface it appears to be "observation," it is more than that. It consists in observing an activity with the definite objective of becoming sufficiently

familiar with how it is done to enable the observer to participate actively. This has important implications for those who plan and execute programs.

The content of the student opinions quoted above is the most important consideration. Unfortunately, the mere recitation of them gives no clue to the frequency of such experiences in the different halls. The fact that six statements was the smallest number obtained in any hall, while twenty-nine was the largest, would serve as a helpful indication of which program was the most productive. It would not, however, be wholly accurate because the essential richness of content would not be revealed. Suffice it to say that in some halls students were profiting immeasurably from the program and were well aware of its benefits. In other halls they found it difficult to recognize more than a few superficial contributions to the areas of relationships. Those contributions were, in the main, derived from social interaction. They would have been more effective had they been supplemented by participation in activities.

The general spirit prevailing in the hall and its relationship to the quality of the program will be discussed in Chapter VIII but some discussion is appropriate here. Unfortunately, the spirit which is conducive to the formulation of a program based on friendly co-operation is not present in all residence halls. Another student statement brings out that fact very forcibly. The student said, "There is a hierarchy of loyalties on this campus and the dorm isn't even on the lowest level." Still another student statement points out that a college campus is not always the ideal situation in which liberal views can be developed and fostered. She said, "There isn't a very broad social structure

here. We are all Protestants, all middle class, all Republicans, and we go out smug."

The breadth of the program or the number of activities provided does not in itself determine the contribution to the areas of student relationships. Depth or content is also an important factor. For instance, some subjects which are chosen for group discussion may be much more significant and diversified than others. This implies a necessity for the type of head resident whose training fits her to recognize the needs of students.

In this exposition concerning the role of the residence hall in meeting the needs of students there is a certain fact that must not, because of its universality, be overlooked. Student discussions pointed up the fact that something very valuable from a mental-hygiene viewpoint was happening in their group life. It is evident that the majority of students are able to handle most of their problems themselves or with the help of their peers. Most problems, they assert, come up in informal discussion groups; individuals gain insights and understandings from such discussions, and consequently they are able to solve many more of their personal problems than would otherwise be the case.

Another important fact brought out by the investigator's discussion with students was the value they placed on informal residence-hall discussion groups as supplementary to classroom instruction. They considered them almost indispensable to the learning process and thought it regrettable that more opportunity for discussion was not provided in the classroom.

The facility with which students analyzed the value of their residence-hall experience was remarkable when it was remembered that most of them had had experience in only one hall. Their frankness and fairness in discussing experiences were most

gratifying and served to establish confidence in the validity of their judgments. It is unfortunate that the statements appearing in written form are devoid of the richness of the expression of feeling which was present in their speech. Surely the content of their statements, coupled with the earnestness with which they were expressed, yield significant facts. They describe plainly the manner in which the residence hall can serve as a laboratory for the meeting of student needs through significant experiences. These experiences have the advantage of actuality rather than being the product of forced situations. If confidence is to be placed in the opinions gathered, it is evident that the residence hall has possibilities of making significant contributions to the educational needs of students. It is likewise evident that these possibilities have not been fully realized. Those responsible for the administration of higher institutions might do well to study the situation and plan a more effective use of their residence-hall facilities. This shows a need for clearly defined objectives and for the employment of capable, educated head residents.

Summary

The benefits to be derived by students through participation in activities was examined through discussions with both students and head residents from which verbatim opinions were recorded. These opinions were classified into the following four areas of student relationships based upon the concept of need: personal living, personal-social relationships, social-civic relationships, and economic relationships. Contributions to the area of economic relationships were few. The area to which most contributions were made was that of personal-living, with personal-social, and social-

civic relationships following closely. Such contributions were considered to be of two kinds and were derived mainly through two processes: general knowledge gained through social interaction and specific procedures and techniques gained through participation in activities. Benefits to be derived through social interaction were said to be limited when not supported by the vitalizing effect of the activity program and for that reason the activity program was deemed indispensable to the effective fulfillment of needs. Accordingly, the number and type of contributions was found to vary considerably from hall to hall.

The content of activities provided as well as their range is important. The effectiveness of both of these factors may largely be dependent upon the conscious recognition of student needs by those in charge of program planning.

CHAPTER VIII

SOME FACTORS WHICH MIGHT INFLUENCE THE NATURE OF THE PROGRAM

Scope of the Factors Studied and Source of Data

An analysis of some factors which might influence the nature of residence-hall programs was carried out only in those institutions studied intensively. No attempt was made to examine every factor which might possibly affect the status of the program. The factors selected for study included some for which data could conveniently be gathered and could also be stated in quantitative terms. They dealt with certain considerations of the community in which the institution was located; of the school itself; the residence-hall situation; and the supervising personnel of the hall. Most of the information was available in the office of the administrator of student personnel services, or, if not there, in some other administrative office. Some of it could be obtained from the resident head of the hall and some from observation. The Factual Data Sheet used for recording the information is shown in Appendix F.

Treatment of the Data

Since the problem was to find out whether or not any relationship existed between the nature of the program and the various factors, a rank correlation technique was used in the case of each factor whose values could be placed in rank order. Others which could be grouped into reasonable classifications were treated according to percentages. The measures used which could

be derived from the data and which could be interpreted as best depicting the nature of the program were: (1) the percentage of techniques used in the category of social activities; (2) the percentage of activities provided in the hall; (3) the amount of student responsibility in the hall expressed as a percentage of the total number of activities provided. The percentages were based on information given by head residents. Tables showing the numbers on which the percentages are based may be seen in Appendix N.

Treatment of those factors which could be ranked.—A list of the factors which could be so ranked includes:

1. Total enrollment 1
2. Total undergraduate enrollment
3. Population of the city in which the institution is located
4. Number of women's halls on campus
5. Number of years the hall studied has been in operation
6. Per capita cost of the program
7. Amount of assistance given to the head resident
8. Total number of women in the halls on campus
9. Number of women in the hall studied
10. Percentage of upper classmen in the hall studied

Before correlating these factors with those aspects of the program which had been set up as measures it seemed desirable to study the measures themselves in order to determine whether or not they were reliable and whether or not they were independent one of the other. To determine the reliability the correlation coefficients for the three measures were computed using the split-half method and adjusting it with the Spearman-Brown formula. Because of the small number of cases involved the correlations were computed through the use of the Spearman-Brown Formula based on rank differences and then transmuted by table to product-moment correlation coefficients. These correlation coefficients follow:

¹Correlations were not calculated for the total enrollment of women because it compared so closely with other enrollment figures.

(1) techniques in social activities, .91; (2) activities provided in the hall, .93; (3) student responsibility as a percentage of activities provided in the hall, .80. These figures indicate that the measures of the program are reliable. To determine whether or not the measures are independent one of the other, the values of each of the measures were ranked in order of magnitude, ranging from the highest to the lowest. Correlations were then derived through the use of Spearman's formula based on rank differences and then transmuted by table to product-moment correlation equivalents. Table 11 shows these correlations. It is clear that the three measures of the program are entirely independent of each other.

TABLE 11

CORRELATIONS BETWEEN MEASURES OF THE
PROGRAM IN TWELVE INSTITUTIONS

Percentage of techniques used in social activities	)	
Percentage of activities provided in the hall	)	.14
Percentage of techniques used in social activities	)	
Student responsibility as a percentage of activities provided in the hall	)	0.00
Percentage of activities provided in the hall	)	
Student responsibility as a percentage of activities provided in the hall	)	.01

Relationship of Rankable Factors to
Measures of the Program

The next step was to correlate each of the factors with each measure of the program. The factors were ranked in order of magnitude as were the measures and the Spearman formula used in the manner above described. Table 12 reports the correlations found. A table of probable errors for sample correlations is included for the convenience of the reader. The correlations designated by two stars are at least four times their probable error

TABLE 12

SOME FACTORS CORRELATED WITH MEASURES OF THE PROGRAM IN TWELVE INSTITUTIONS

Factors	Measures of the Program		
	Percentage of Techniques Used in Social Activities	Percentage of Activities Provided in Hall	Percentage of Student Responsibility
Total enrollment.....	** .66	.38	-.01
Total undergraduate enrollment.....	** .66	.38	-.01
Population of city in which institution is located.....			
Number of halls on the campus.....	.45	.33	-.40
Number of years hall has been in operation..	.48	.34	-.01
Per capita cost of program.....	* .52	-.10	.11
Amount of assistance given to head resident..	.05	* .55	.03
Total number of women in halls on campus....	** .84	.07	.26
Number of women in the hall studied.....	.37	.27	.09
Per cent of upper classmen in hall studied..	.01	.07	** -.67
Probable errors for sample correlations: P.E.	.45	.36	.23
.10			
.20			
.30			
.40			
.50			
.60			
.70			
.80			
.90			

**Significant at the 1 per cent level.

*Significant at roughly the 5 per cent level.

and are therefore significant at the one per cent level. The first figure of .66, which is designated by two stars, indicates that the larger total enrollment a college has, the more methods, techniques, and agencies it uses in social activities. The second double-starred figure of .66 indicates that the larger the undergraduate enrollment, the more methods, techniques, and agencies are used in the social activities. The figure .84 shows that the more assistance given to head residents the more methods, techniques, and agencies are used. The figure -.67 shows that the greater the number of women residing in a hall the less student responsibility is assumed.

Two other correlations which are only three times their probable error and are, therefore, significant at roughly the five per cent level, are designated by single stars. The correlation of .52 shows that the greater the number of years a residence hall has been in operation the more methods, techniques, and agencies are used to induce and encourage participation in social activities. The correlation of .55 indicates that the larger the per capita cost of the residence-hall program the greater is the extent of provision of activities.

Because these correlations are based on only twelve colleges the results should be interpreted with caution and considered as only fair evidence.

Relationship of the Factors Which Could Not Be Ranked to Measures of the Program

Treatment of the factors which could not be ranked.—This group included factors which though not possible of being ranked in order could be grouped into logical classifications. Percentage values were calculated for each of the measures of the program in relation to each institution. The derivation of these can be seen in Appendix M.

These percentage values are displayed in diagram form according to group classification in the vertical direction and to measures of the program in the horizontal direction. This provides a graphic portrayal of relationships that could not be expressed through the correlation technique. A separate diagram follows for each grouping and each will be described separately. The percentages are arbitrarily arranged in all of the diagrams on the basis of colleges using the largest percentages of techniques. Each institution is represented by one bar in the diagram.

In Figure 9 the type of community is related to the measures of the program. The groupings used are: (1) metropolitan (communities included in a metropolitan center of more than 3,000,000 population), (2) cities of 20,000 to 3,000,000, (3) towns under 20,000 population.¹

The set of bars at the left shows each institution in its group with relation to the percentage of methods, techniques, and agencies it used to encourage participation. A line is drawn vertically through each group at the point of average. In this instance it is readily perceived that colleges in the metropolitan and city groups used many more techniques than those in smaller communities.

The set of bars in the center directs attention to the percentage of activities provided in the hall in the metropolitan, city, and town classifications. No significant difference is indicated.

¹

All population figures taken from Sixteenth Census of the United States, 1940. Population: Number of Inhabitants, I. Washington: Government Printing Office, 1942.

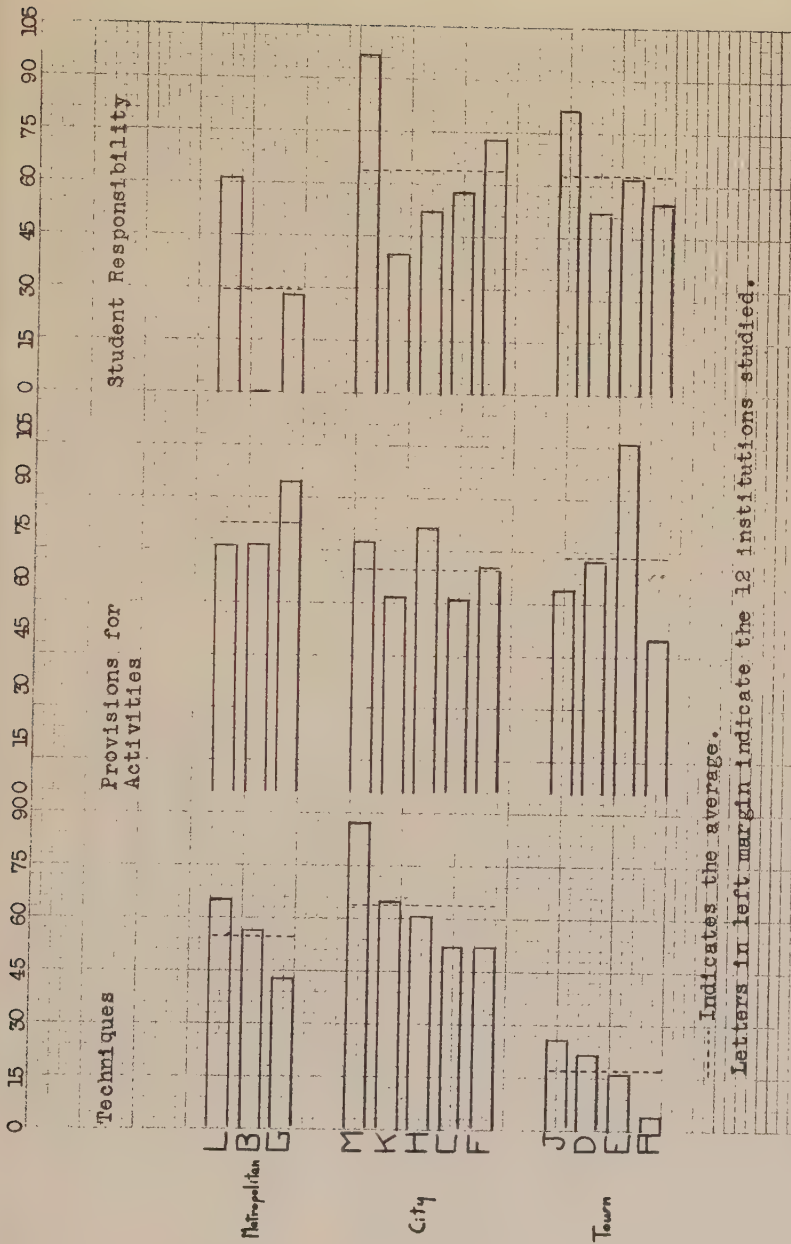


Fig. 9.--Relationship of type of community to percentage of methods, techniques, and agencies used in social activities, activities provided in the hall, and student responsibility in 12 institutions.

The set of bars to the right represents the relationship of student responsibility in colleges in each of the population classes. No significant difference is shown. The metropolitan group showed the smallest amount of student responsibility, but the one college which indicated no responsibility lowered the average considerably. The investigator noted some degree of student responsibility upon visiting that institution and the fact that none is indicated may be attributed to an oversight on the part of the head resident.

Figure 10 groups the colleges according to their curriculum organization and thus relates universities, liberal arts colleges, and teachers colleges to the three measures of the program. There is no marked difference in the three classifications between the number of activities provided and the student responsibility assumed. However, the liberal arts college group uses considerably fewer techniques for encouraging participation than do universities and teachers colleges.

The following three diagrams deal with certain considerations regarding head residents. Figure 11 relates the amount of time spent by the head resident in directing the program to the three established measures. The set of bars representing the techniques used is interesting. First, the percentage of techniques used among those head residents working full time ranges from 87.0 in the case of college M to 4.4 in college A. Furthermore, the percentage of techniques used in college L, where the head resident spent only one-fourth time in directing the program, was equal to that of college K which ranked second in the group. No significant differences are noted in relating extent of provision and student responsibility to the amount of time spent by the head resident.

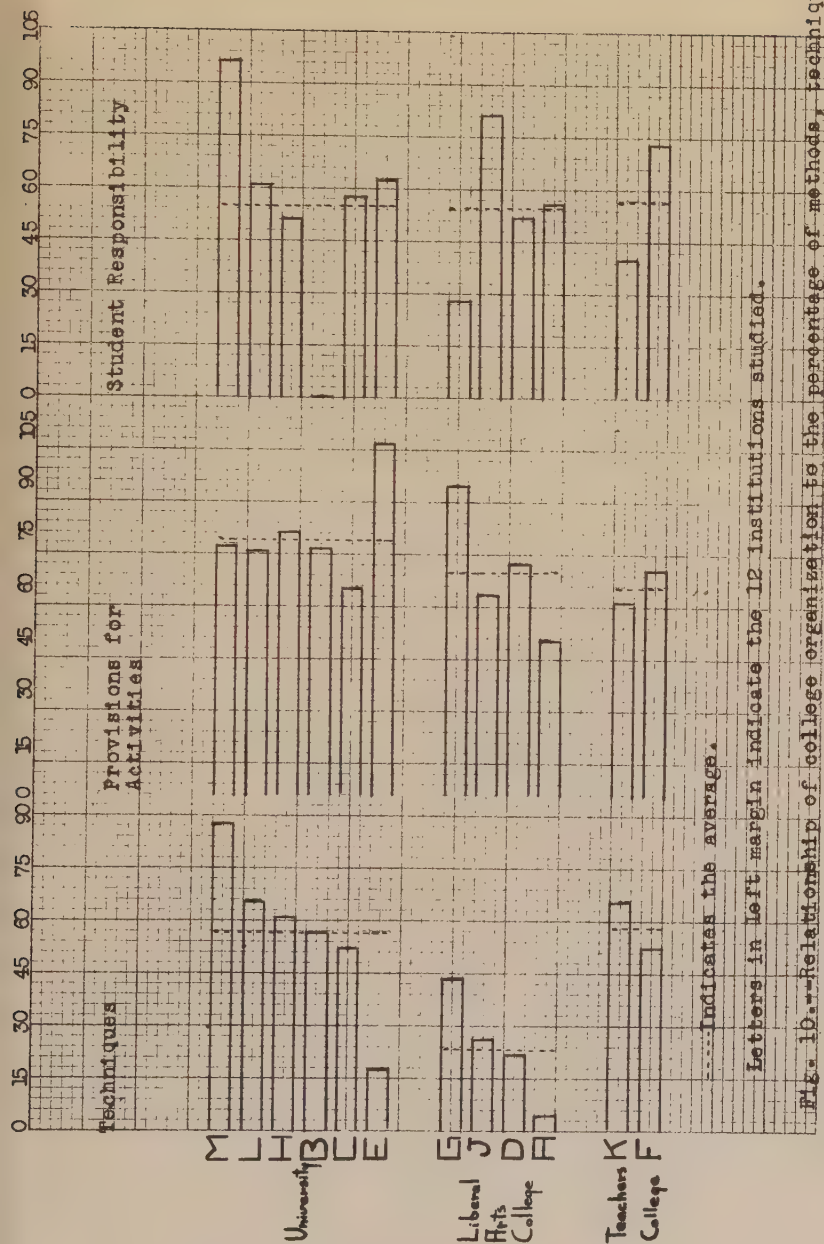


Fig. 10.--Relationship of college organization to the percentage of methods, techniques, and agencies used in social activities, activities provided in the hall, and student responsibility in 12 institutions.

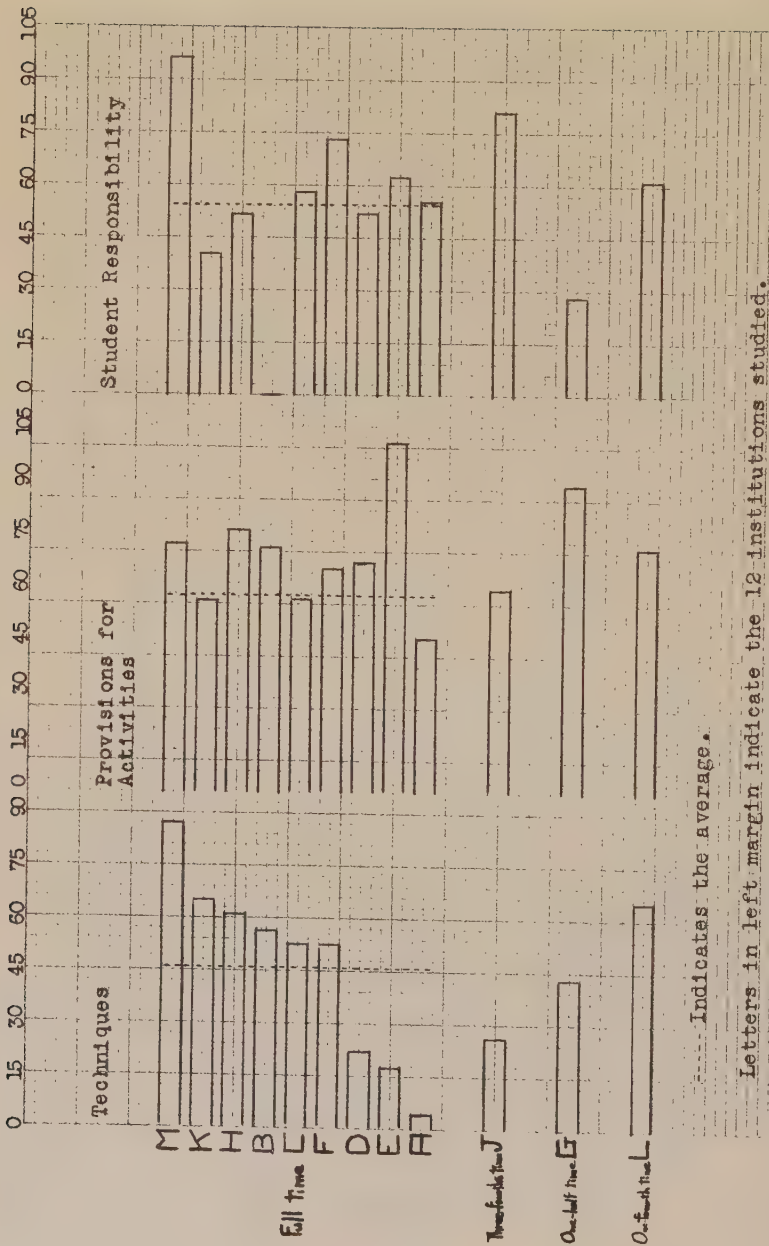


Fig. 11.--Relationship of the amount of time spent by the head resident to the percentage of methods, techniques, and agencies used in social activities, activities provided in the hall and student responsibility in 12 institutions.

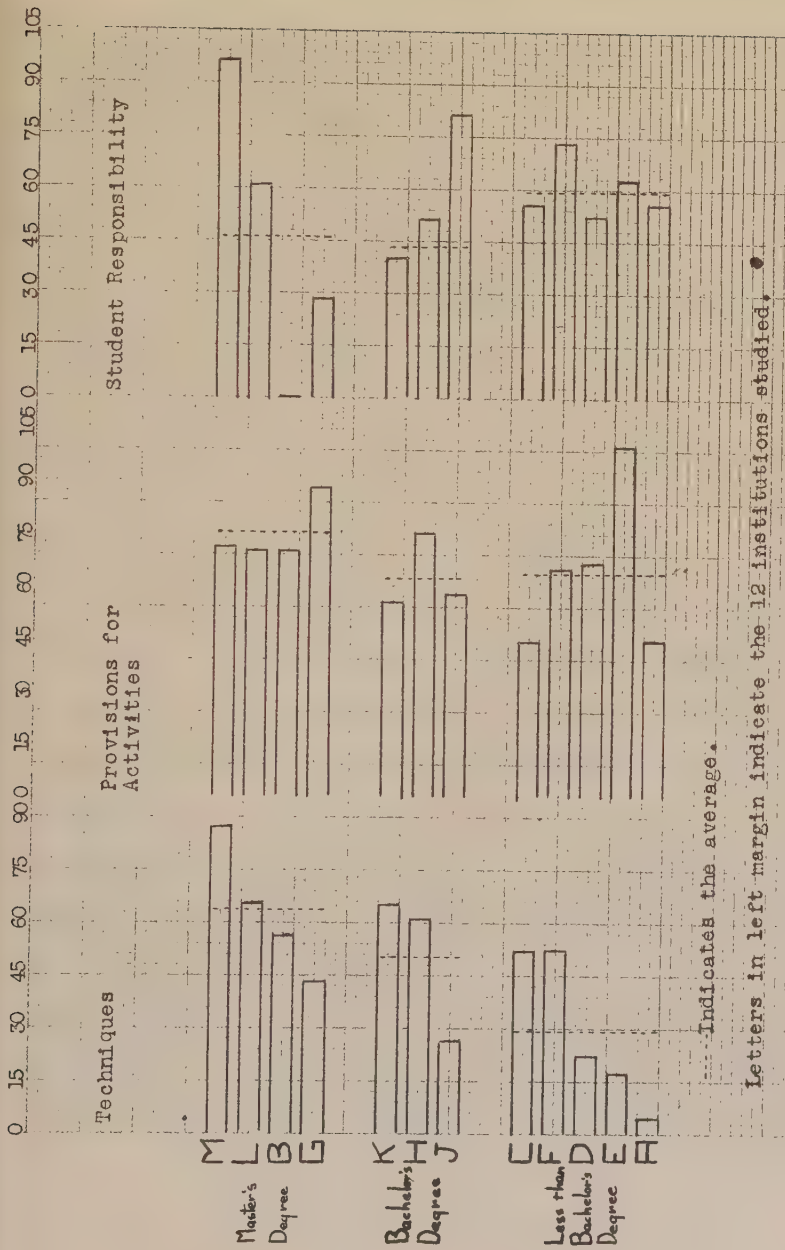


Fig. 12.--Relationship of the education of the head resident to the percentage of method, techniques, and agencies used in social activities, activities provided in the hall and student responsibility in 12 institutions.

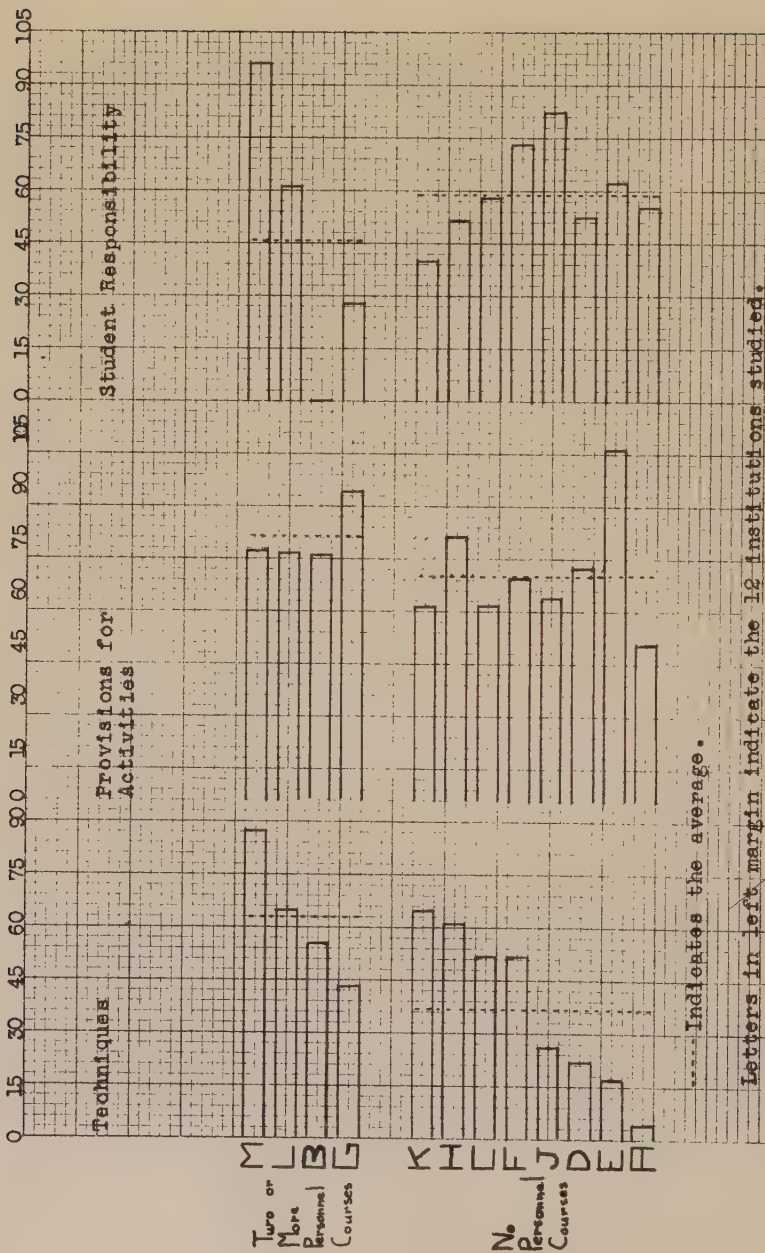


Fig. 13.—Relationship of the number of personnel courses taken by the head resident to the percentage of methods, techniques, and agencies used in social activities, activities provided in the hall and student responsibility in 12 institutions.

Figure 12 relates the amount of education of the head resident as represented by college degrees to the three measures of the program. The amount of education is classified as follows: (1) those having a Master's degree, (2) those having a Bachelor's degree, (3) those having less than a Bachelor's degree. This group included some who had done no college work at all. Here again the measure in which the greatest difference is manifested is that of techniques—the group having the most education employed the largest number of techniques, while the group with the least education employed fewest techniques. No marked differences are shown between groups in the extent of provision or student responsibility.

In Figure 13 persons who had or had not taken personnel courses in college were grouped accordingly and that fact was related with the three measures of the program. In the matter of techniques it can be readily noted that head residents having taken personnel courses used on the average considerably more techniques but there was wide variation among individual colleges in both classifications. No marked difference was evident in the matter of extent of provision or student responsibility.

Table 12 and Figures 9, 10, 11, 12, and 13 have presented the material dealing with the relationship of various factors to certain measures of the program. In general, no factor or pattern of factors was found to be very closely related to the program. Because the number of cases was small the relationships found cannot be altogether relied upon. As was stated in Chapter V, this small group of colleges was found to be fairly typical of the large questionnaire group.

Therefore, these relationships indicated in the small group may also be considered fairly typical of the larger group.

Relationship Noted Subjectively

It can safely be said that the data did not reveal conclusively those factors which influence the nature of the program. From the subjective viewpoint it was quickly perceived everywhere that two certain conditions always went hand in hand. Wherever there was a "good" program, in the opinion of the investigator, a high degree of esprit de corps was also evidenced. Some ways in which this fine emotional climate was manifested were:

1. The ease with which residents communicated with their peers and with other adults
2. The willingness to share responsibility
3. The pride taken in their college home
4. The manner of and extent to which common rooms and property were used and cared for
5. The zest and spontaneity of such activities as singing in the dining hall
6. The ease with which those responsible presided at meetings or managed and participated in social functions
7. The small number of complaints
8. The freedom with which disagreement was expressed
9. The enthusiasm for projected activities

Whether the quality of the esprit de corps was responsible for the caliber of the program or vice versa is problematical. There is perhaps a reciprocal effect, each contributing to the other. It may be reasonable, however, to assume that in the beginning the "good" program was responsible for the establishment of the favorable atmosphere. If that is true, the factor which is basic to both conditions is the type of person who is responsible for the program—the head resident. In the subjective opinion of this investigator, arrived at through

observation, this is the logical conclusion. Any attempt to delineate those traits which combine to make a "good" head resident would be as difficult as to describe the traits of a "good" teacher. The head resident must basically be able to work with people. She must also have a conception or at least an intuitive feeling for the objectives of residence-hall living. With such natural endowments she can accomplish much. She can accomplish more if these natural endowments are trained through formal education. This situation might be comparable to a person "playing by ear"—that person having such natural talents would probably become a far better musician if she had some technical training.

Summary

A few factors which might conceivably influence the nature of residence-hall programs were studied in relation to three independent measures of the program. Correlations were computed in the case of those factors which could be ranked and the following relationships found:

1. The larger the total enrollment of the college the more methods, techniques, and agencies were used to induce and encourage participation. The correlation was .66.
2. The larger the undergraduate enrollment of the college the more methods, etc. were used. The correlation was .66.
3. A correlation of .84 indicated that the more assistance given to head residents the more methods, etc. were used.
4. The correlation of $-.67$ revealed that the smaller the number of women living in the hall the more student responsibility was delegated.

5. A correlation of .52 showed that the greater the number of years a hall had been in operation the more methods, etc. were used.

6. A correlation of .55 showed that the larger the per capita cost of the residence-hall program the greater the extent of provision of activities.

Those factors which could not be placed in rank order were averaged and diagrams made to facilitate comparisons. A few had some relationship with the measures of the program:

1. Institutions in metropolitan and in city communities used considerably more methods, techniques, and agencies to encourage participation in activities than those in towns as was shown by their respective averages of 55.0, 63.5, and 17.4.

2. Universities and teachers' colleges used more techniques than liberal arts colleges as was pointed out in the respective averages of 56.5, 58.7, and 23.9.

3. Head residents having Masters' and Bachelors' degrees reported averages of 63.5 and 50.7, respectively, in the matter of methods, etc. used, while those having less than the Bachelor's degree reported 29.6.

4. Head residents having taken two or more personnel courses reported an average of 63.0 per cent of methods, etc. used, while those having taken none averaged 37.5 per cent.

All of these relationships should be interpreted with caution because of the limited number of cases. They may be considered as fair evidence only and not as conclusive evidence.

From the relationships cited it will be noted that no single factor or pattern of factors were found to influence the program markedly. Subjectively, a relationship was perceived

between what was, in the opinion of the investigator, a "good" program and esprit de corps among residents in the hall. The cause and effect relationship of these two conditions is debatable, but it is a fair assumption that in the beginning the vitality of the program was largely responsible for the social atmosphere. Once established a reciprocal effect would be operative. The objectives striven for by the person directing the program would be important.

CHAPTER IX

SUMMARY AND CONCLUSIONS

There is not as much literature relating to college residence halls as there is regarding other aspects of college administration but there is sufficient to indicate an increasing interest in the subject. Few studies have been made which are related to the program of activities within the hall. In general they point out that the activities have certain psychological and educational values but their importance to the educational and guidance programs has not yet been fully realized.

The present study is concerned with the provisions which are made for student participation in residence-hall programs. An attempt has been made to determine those activities which are provided; their effectiveness; the extent to which responsibility is delegated to students for the initiation, development, and control of activities; the methods, techniques, and agencies which are used to induce and encourage such participation; the contribution which such participation is making to various areas of student relationships; and some factors which may influence the nature of the program.

The data are of two types and were gathered in two ways: (1) judgments in regard to certain aspects of the study were gathered by means of the questionnaire from a large group of institutions, (2) responses to an objective check list together with statements of opinion were gathered from a small group of twelve institutions studied intensively through personal visits and included those aspects covered in the questionnaire study as well

as added ones. The extent to which activities were provided in the hall was an aspect examined in both the questionnaire and the intensive study. This being true it was possible to derive a comparison of four judgments: (1) the head residents in the total questionnaire group, (2) the questionnaire group consisting of the head residents in the twelve institutions later studied intensively, (3) the head residents in the twelve institutions studied intensively through personal visits, (4) the student group in the twelve institutions studied intensively. The list of activities included the following categories:

1. Social activities
2. Manners and customs
3. Recreation—hall
4. Recreation—campus
5. Hall teams
6. Publicity
7. Dining room
8. Leadership training
9. Discussion groups
10. Music
11. Art
12. Drama
13. Library
14. Religious
15. Tutoring
16. Health habits
17. Student-faculty
18. Integration of activities
19. Student government
20. Orderly habits
21. House services—gratuitous
22. House services—remunerative
23. Altruistic

Percentages were calculated on the basis of the total number of responses regarding any given category. From the percentages of activities in each category provided in the hall an average was computed for each of the four judgments. They follow:

- | | |
|---|------|
| 1. The head residents in the total questionnaire group..... | 67.9 |
| 2. The head residents in the questionnaire group consisting of the twelve colleges later studied intensively..... | 75.0 |

3. The head residents in the twelve institutions later studied intensively.....	69.1
4. The students in the twelve institutions later studied intensively.....	53.7

Such averages indicate that in general a reasonable number of activities is being provided in the hall. Close examination of individual questionnaires supported by observation in the intensive study indicates that the scope of activities varies markedly from one hall to another. That variation runs from situations in which the offerings are sufficiently inclusive and elastic to reach the needs of most of the students to those which are quite narrow in scope.

A list of those activities found to be most frequently provided in the hall includes:

1. Orderly habits in the use of living rooms, bathrooms, laundry facilities, sewing machines, phones, etc.
2. Student government
3. Manners and customs
4. Altruistic projects
5. Leadership training
6. Hall teams
7. Recreation (hall activities)
8. Integration of activities
9. Social activities

Those least frequently provided in the hall are:

1. Music activities
2. Recreation (campus activities open to women in the halls)
3. Religious activities
4. Discussion groups
5. Library activities
6. Drama
7. Tutoring

Close examination of these two lists shows that those activities which might be described as traditionally academic are the ones least frequently provided in the hall. It suggests that the function of residence-hall programs as they exist at present lies in the realm of human relationships rather than in the academic realm.

A measure of the effectiveness of residence-hall programs was the second aspect studied and was derived by asking head residents to evaluate those activities which were provided in the hall in one of three ways: (1) "proving very worthwhile," (2) "creditable but not outstanding," and (3) "ineffective." An index of effectiveness was then computed for each activity by a system of weighting assigning the value of 3.0 to those activities evaluated as proving very worthwhile, 2.0 to those evaluated as creditable but not outstanding, and 1.0 to the ineffective ones.

A comparison of the effectiveness of activities with the extent to which they are provided showed little relationship in general. Some activities, although considered quite effective, are infrequently provided in the hall. These include music, drama, campus activities open to women in the halls, library, and student-faculty activities. Conversely, a few which are judged to be relatively ineffective but which are frequently provided are: orderly habits in the use of living rooms, etc., standards for manners and customs, recreational activities in the hall and dining-room activities. A list of activities which are both effective and frequently provided includes social activities, hall teams, leadership training, and student government. Discussion groups, religious activities, and tutoring were neither judged effective nor provided very frequently.

The index of effectiveness reported by the head residents during the intensive study through personal visits to the twelve institutions was 2.71. The mailed questionnaires from the same group showed an index of 2.72. The index of 2.65 reported by head residents in the total questionnaire group of 167 colleges was slightly lower. Students in the intensive-study group showed an

index of 2.60 which indicated that they consider the program slightly less effective than do the head residents.

Since the highest possible index was 3.0 such averages as reported would indicate that head residents consider the program to be quite effective and students are only slightly more conservative in their judgment. Undoubtedly, persons responsible for the program believe that what they are doing is worthwhile or they would not be doing it. It might also be possible that those in charge of residence halls are not accustomed to evaluating their own program and consequently have not developed very well defined standards for doing so. To neglect the evaluation of activities in terms of fundamental objectives would serve as an obstacle to effective work with individuals and groups.

The extent to which students assumed the responsibility for initiation, development, and control of the activities provided in the residence hall, was the third aspect studied. Percentages were calculated in relation to the total number of activities provided in the hall as well as in relation to the three degrees of effectiveness. In relation to the total number of activities provided in the hall a comparison was made between the four judgments used above. In the large questionnaire group the average percentage of student responsibility indicated by head residents was 31.7 and in the questionnaires of the twelve colleges later studied intensively it was 34.8. In the intensive study, however, head residents indicated a much higher percentage of 53.5. This discrepancy may be attributed to the liberal interpretation permitted by the investigator in the intensive study, combined with added care being taken in the intensive study to indicate the incidence of student responsibility. The average percentage indicated by students in the intensive study was 70.7. This figure

shows considerable difference between student and head-resident opinion, with the students feeling that they have more responsibility than do head residents. This difference may also be attributed to a liberal interpretation which did not discriminate between responsibility which existed in the technical but not in the real sense.

Information gathered through personal discussion with head residents revealed to the investigator that responsibility was less frequently delegated to students in the initiation of an activity than in the development and control of it. While such situations are defensible it is also true that in general the amount of student responsibility shown was less than is consistent with educational objectives. In connection with this point it is interesting to note that upon comparing student responsibility with effectiveness it was found that as the percentage of student responsibility decreased the degree of effectiveness decreased also.

Indexes of effectiveness were also calculated for each category of activities on the basis of those for which students were given the responsibility, those for which they were not given the responsibility, and the total group. In every category except one the activities were judged to be more effective where student responsibility existed than where it did not exist.

Whether the determining factor in the relationship pointed out is the effectiveness or the student responsibility is debatable. Perhaps one reason for the relationship lies in the fact that an important criterion commonly used for judging the effectiveness of an activity is the opportunity for experience or responsibility which it offers the learner. Regardless of the cause and effect sequence, the fact that the relationship exists has important implications for the program planner.

A fourth aspect of residence-hall programs which was examined only in the intensive study dealt with the methods, techniques, and agencies used to induce and encourage participation.

A list of these follows:

1. House meetings
2. House council
3. Inter-hall council
4. House officers
5. Floor meetings
6. Committee meetings
7. Clever advertising
8. House news organ
9. Bulletin board
10. Dining-room announcement
11. Organized competitive play
12. Demonstration
13. Instruction
14. Inventory of interests
15. Suggestion box
16. Volunteers
17. Invitation
18. Student-student guidance
19. Student-group guidance
20. Counselor-initiated activity
21. Student-initiated activity
22. Campus agency
23. Tradition

Those activities in which the greatest number of methods, techniques, and agencies were used were social activities and student government. Those methods, techniques, and agencies most frequently used to induce and encourage participation in all activities were: house meetings, house council, committee meetings, bulletin boards, and student initiative. Close examination of individual check sheets revealed that each hall tended to follow a pattern of techniques which it used for the majority of activities. Examination of individual check sheets, together with observation, revealed that those halls having the most varied and dynamic programs used the greatest variety of techniques to induce and encourage participation. In this relationship no proof is offered as to which factor determines the other. The presence of such a relationship would, again, have implications for the program planner.

The fifth aspect studied had to do with the benefits to be derived by students through participation in residence-hall programs and was examined through discussions with both students and head residents from which verbatim opinions were recorded. These opinions were classified into the following four areas of student relationships based upon the concept of need: personal living, personal-social relationships, social-civic relationships, and economic relationships. It is recognized that persons other than the investigator might have classified the opinions differently and that the areas named are not mutually exclusive and for those reasons a statement may appear to belong in more than one area.

Contributions to the area of economic relationships were few. The area to which most contributions were made was that of personal living, with personal-social and social-civic relationships following closely. Such contributions were considered to be of two kinds and were derived mainly through two processes: general knowledge gained through social interaction and specific procedures and techniques acquired through participation in activities. Benefits to be derived through social interaction were said to be limited when not supported by participation in activities because the working relationship in the latter enriched the quality of the former. Content of activities as well as range were considered important and those factors are likely to be influenced largely by the conscious recognition of student needs by those in charge of program planning. The contributions made varied considerably from hall to hall.

Group life in the residence hall was found to be making a contribution from the mental-hygiene viewpoint. Through discussion with their peers students gain the necessary insight and

understanding to cope with many of their problems and seeking adult counsel is thereby obviated in many cases.

Informal discussions held in the residence hall were considered by students to be a valuable learning aid with which to supplement class instruction.

The sixth aspect of residence-hall programs studied was concerned with some factors which might be thought to influence the nature of the program. They were studied in relation to the following three independent measures: (1) the percentage of techniques used in social activities, (2) the percentage of activities provided in the hall, (3) the amount of student responsibility expressed as a percentage of activities provided in the hall. In order to determine the reliability of these three measures correlation coefficients were computed for each using the split-half method and adjusting it with the Spearman-Brown Formula. Because of the small number of cases involved the correlations were computed through the use of the Spearman-Brown Formula based on rank differences and then transmuted by table to product-moment correlation coefficients. These correlation coefficients follow: (1) techniques used in social activities, .91; (2) activities provided in the hall, .93; (3) student responsibility, .80.

Rank correlations were computed in the case of all factors which could be ranked and the following relationships which are significant at the one per cent level found:

1. The larger the total enrollment of the college the more methods, techniques, and agencies were used to induce and encourage participation. The correlation was .66.
2. The larger the undergraduate enrollment of the college the more methods, techniques, and agencies were used. The correlation was .66.

3. A correlation of .84 indicated that the more assistance given to the head resident the more methods, techniques, and agencies were used.
4. The correlation of -.67 revealed that the smaller the number of women living in the hall the more student responsibility was delegated.

Two other relationships which are significant at the five per cent level are:

1. A correlation of .52 showed that the greater the number of years a hall has been in operation the more methods, techniques, and agencies are used to induce and encourage participation.
2. A correlation of .55 showed that the larger the per capita cost of the residence-hall program the greater the extent of provision of activities.

Those factors which could not be placed in rank order were averaged and diagrams made to facilitate comparisons. A few had some relationship with the measures of the program:

1. Institutions in metropolitan and in city communities used considerably more methods, techniques, and agencies than those in towns, as was shown by their respective averages of 55.0, 63.5, and 17.4.
2. Universities and teachers' colleges used more techniques than liberal arts colleges as was pointed out in the respective averages of 56.5, 58.7, and 23.9.
3. Head residents having masters' and bachelors' degrees reported averages of 63.5 and 50.7, respectively, in the matter of techniques used, while those having less than the bachelor's degree reported 29.6.
4. Head residents having taken two or more personnel courses reported an average of 63.0 per cent of techniques used, while those having taken none averaged 37.5 per cent.

All of these relationships should be interpreted with caution because of the limited number of cases. They may be considered as fair evidence only and not as conclusive evidence.

Subjectively, a relationship was perceived between what was, in the opinion of the investigator, a "good" program and esprit de corps among residents of a hall. The cause and effect relationship of these two conditions is debatable but it is a

fair assumption that in the beginning the vitality of the program was largely responsible for the social atmosphere. Once established a reciprocal effect would be operative. Here again, the objectives striven for by the person directing the program would be important.

Considered from the viewpoint of physical facilities a factor observed by the investigator as having a very important influence on the establishment of esprit de corps was the size of the living unit. Social orientation and development seem to originate in smaller groups and gradually work to larger ones. In very large halls it is extremely difficult to achieve such development. Group loyalties are more easily established where the number is relatively small and such loyalties when established can grow into constructive traditions. Individuals are apt more keenly to feel their responsibilities when the number is not so large as to create anonymity and also in this connection the number of formal rules and regulations can be reduced. In the smaller group it is possible to achieve a closer relationship between the students and the adult leader. For all of these reasons the administrator would do well to study the size of the living unit in relation to its educational advantages before building student residences.

Reflection upon the situation with regard to the separate aspects summarized above serves to point up the existence of a common thread running through all of them. It is the importance of the person directing the program and her ability consciously to recognize the values involved. Such recognition is basic to the approach used in relation to any particular aspect of the program. This has important implications for the administrator

in his obligation to select competent head residents. It points out a possible way of bringing the residence hall nearer to the center of the field of learning experiences rather than on the periphery, where it now tends to be.

The main purpose of this study has been to determine the situation existing in relation to the various aspects of the residence-hall program as outlined. The facts are needed as a basis for further studies in relation to specific aspects of the whole matter.

Further Research Suggested by This Study

1. A study of those activities which can be most effectively carried out in the hall and those which might better be left to other agencies.
2. An analysis of the content of an activity with relation to its effectiveness.
3. A study which would set up objectives of the residence hall consistent with the best educational objectives and with reference to the objectives of given institutions.
4. A study which would devise appropriate procedures for evaluating various aspects of residence-hall living.
5. An analysis of student responsibility with a view to determining those activities in which students can most profitably assume responsibility.
6. An analysis of the distinguishing characteristics of superior head residents.
7. An analysis of "peer therapy" operative in such a group-living arrangement as the residence hall.
8. A study of the most advantageous size of a residence-hall unit in relation to its use as an educational agency.

APPENDIX A

List of Institutions Which Cooperated in the Questionnaire Study

Alabama College	Montivallo, Ala.
Albion College	Albion, Mich.
Alfred University	Alfred, N. Y.
Alleghany College	Meadville, Pa.
Augustana College	Rock Island, Ill.
Baker University	Baldwin, Kansas
Baldwin Wallace College	Berea, Ohio
Ball State Teachers College	Muncie, Ind.
Bates College	Lewiston, Me.
Beloit College	Beloit, Wis.
Berea College	Berea, Ky.
Bethany College	Bethany, W. Va.
Boston University	Boston, Mass.
Bradley Polytechnic Institute	Peoria, Ill.
Brigham Young University	Provo, Utah
Bryn Mawr College	Bryn Mawr, Pa.
Buchnell University	Lewisburg, Pa.
Capitol University	Columbus, Ohio
Carleton College	Northfield, Minn.
Margaret Morrison Carnegie College	Pittsburgh, Pa.
Carroll College	Waukesha, Wis.
Central College	Fayette, Mo.
Chestnut College	Philadelphia, Pa.
Coe College	Cedar Rapids, Ia.
Colby College	Waterville, Me.
College of Mt. St. Vincent	New York, N. Y.
College of New Rochelle	New Rochelle, N. Y.
College of the Pacific	Stockton, Calif.
College of Puget Sound	Tacoma, Wash.
College of Saint Catherine	St. Paul, Minn.
College of Wooster	Wooster, Ohio
Colorado College	Colorado Springs, Col.

Colorado State College of Ed.	Greeley, Colo.
Converse College	Spartanburg, S. C.
Cornell College	Mount Vernon, Ia.
Cornell University	Ithaca, N. Y.
Dennison University	Granville, Ohio
De Pauw University	Greencastle, Ind.
Doane College	Crete, Neb.
Drake University	Des Moines, Ia.
Drexel Institute of Tech.	Philadelphia, Pa.
Drury College	Springfield, Mo.
Duke University	Durham, N. C.
Earlham College	Richmond, Ind.
Florida State College of Women	Tallahassee, Fla.
Franklin College	Franklin, Ind.
Furman University	Greenville, S. C.
George Peabody College	Nashville, Tenn.
George Washington University	Washington, D. C.
Grinnell College	Grinnell, Ia.
Hiram College	Hiram, Ohio
Hope College	Holland, Mich.
Howard College	Birmingham, Ala.
Howard University	Washington, D. C.
Illinois College	Jacksonville, Ill.
Illinois Wesleyan University	Bloomington, Ill.
Incarinate Word College	San Antonio, Texas
Indiana University	Bloomington, Ind.
Iowa State College of Agricultural and Mechanical Arts	Ames, Ia.
Iowa State Teachers College	Cedar Falls, Ia.
Juniata College	Huntingdon, Pa.
Kalamazoo College	Kalamazoo, Mich.
Kansas State College of Agri- cultural and Applied Science	Manhattan, Kansas
Kansas State Teachers College	Emporia, Kansas
Kansas State Teachers College	Pittsburgh, Kansas
Knox College	Galesburg, Ill.
Lake Forest College	Lake Forest, Ill.
Lawrence College	Appleton, Wis.
Linfield College	McMinnville, Oregon
Louisiana State University	Baton Rouge, La.

Macalester College	St. Paul, Minn.
Mac Murray College	Jacksonville, Ill.
Marietta College	Marietta, Ohio
Mary Baldwin College	Staunton, Va.
Marygrove College	Detroit, Mich.
Meredith College	Raleigh, N. C.
Michigan State College of Agriculture and Applied Sciences	East Lansing, Mich.
Middlebury College	Middlebury, Vt.
Millsaps College	Jackson, Miss.
Mississippi State College for Women	Columbus, Miss.
Monmouth College	Monmouth, Ill.
Montana State College	Bozeman, Mont.
Mount Holyoke College	South Hadley, Mass.
Mount Union College	Alliance, Ohio
Muskingum College	New Concord, Ohio
N. Y. State College for Teachers	Albany, N. Y.
New York University	New York, N. Y.
North Carolina College for Women	Durham, N. C.
North Central College	Naperville, Ill.
Northwestern University	Evanston, Ill.
Occidental College	Los Angeles, Calif.
Ohio State University	Columbus, Ohio
Ohio University	Athens, Ohio
Ohio Wesleyan University	Delaware, Ohio
Oklahoma Agricultural and Mechanical College	Stillwater, Okla.
Oklahoma College for Women	Chickosha, Okla.
Oregon State College	Corvallis, Ore.
Our Lady of the Lake College	San Antonio, Texas
Park College	Parkville, Mo.
Penn. College for Women	Pittsburgh, Pa.
The Pennsylvania State College	State College, Pa.
Pomona College	Claremont, Calif.
Purdue University	La Fayette, Ind.
Rhode Island State College	Kingston, R. I.
Ripon College	Ripon, Wis.
Rosary College	River Forest, Ill.
Rosemont College	Rosemont, Pa.
St. Lawrence University	Canton, N. Y.

St. Olaf College	Northfield, Minn.
Scripps College	Claremont, Calif.
Seton Hill College	Greensburg, Pa.
Southern Methodist University	Dallas, Texas
Southwestern College	Memphis, Tenn.
Stanford University	Stanford University, Calif.
State College of Washington	Pullman, Wash.
State University of Iowa	Iowa City, Iowa
Swarthmore College	Swarthmore, Pa.
Sweet Briar College	Sweet Briar, Va.
Talladega College	Talladega, Ala.
Trinity College	Washington, D. C.
Jackson College for Women	Medford, Mass.
H. Sophie Newcomb Memorial College	New Orleans, La.
University of Arizona	Tucson, Ariz.
University of Arkansas	Fayetteville, Ark.
University of California	Los Angeles, Calif.
University of Chicago**	Chicago, Ill.
University of Cincinnati	Cincinnati, Ohio
University of Colorado**	Boulder, Colo.
University of Conn.	Storrs, Conn.
University of Delaware	Newark, Del.
University of Idaho	Moscow, Idaho
University of Kansas	Lawrence, Kansas
University of Kentucky	Lexington, Ky.
University of Maine	Arono, Me.
University of Maryland	College Park, Md.
University of Michigan	Ann Arbor, Mich.
University of Minnesota	Minneapolis, Minn.
University of Mississippi	University, Miss.
University of Missouri	Columbia, Mo.
University of Nebraska	Lincoln, Neb.
University of Nevada	Reno, Nev.
University of New Hampshire	Durham, N. H.
University of New Mexico	Albuquerque, N. M.
Woman's College of the U. of N. C.	Greensboro, N. C.
University of North Dakota	Grand Forks, N. D.
University of Oklahoma	Norman, Okla.

**Questionnaire arrived too late for tabulation.

University of Oregon	Eugene, Ore.
University of Pennsylvania	Philadelphia, Pa.
Westhampton College	Richmond, Va.
University of Southern California	Los Angeles, Calif.
University of Tennessee	Knoxville, Tenn.
University of Texas	Austin, Texas
University of the City of Toledo	Toledo, Ohio
University of Utah	Salt Lake City, Utah
University of Vermont	Burlington, Vt.
University of Wisconsin	Madison, Wis.
University of Wyoming	Laramie, Wyoming
Wisconsin College	Collegeville, Pa.
Vassar College	Poughkeepsie, N. Y.
Wellesley College	Wellesley, Mass.
Western College	Oxford, Ohio
Flora Stone Mather College	Cleveland, Ohio
Western Michigan College of Education	Kalamazoo, Mich.
Westminster College	New Wilmington, Pa.
Wheaton College	Wheaton, Ill.
Whittier College	Whittier, Calif.
Willamette University	Salem, Ore.
Wilson College	Chambersburg, Pa.
Wittenburg College	Springfield, Ohio

APPENDIX B

5845 S. Blackstone Avenue
Chicago 37, Illinois
December 17, 1945

Your institution is one of the few which meets the high standards set by the Association of American Universities. For that reason it is being included in a study of residence halls which I am making in connection with my work at the University of Chicago. Because of your position I am assuming that you are interested in the possible contributions of the residence hall to the educational program and am soliciting your cooperation with the study.

Would you kindly ask the head resident in one of the halls for undergraduate women on your campus to fill out the attached preliminary schedule and return it to me at her earliest convenience?

This study has been motivated by head residents who have expressed special interest in the aspects included. A summary of results will be sent to these persons and to you also if you request it.

Since this letter contains some information regarding the study please pass it along to the head resident whom you ask to fill out the schedule.

Sincerely yours,

Florence M. Thompson

APPENDIX C

PRELIMINARY SCHEDULE CONCERNING RESIDENCE HALL PROGRAMS

Note: The information asked for below is needed for a composite description of residence hall activities in a large number of institutions. Any published use of these responses will not reflect on persons or institutions. Your name is requested in order to make it possible to get in touch with you later.

Institution		FOR EACH ACTIVITY CHECK (✓) IN APPROPRIATE SPACE BELOW					
City	State	Provided			Not Provided		
Name of residence hall		Proving very worth-while Creditable but not outstanding	Ineffective	But need it and should have it	Cared for elsewhere on campus	Does not seem important to us	
Street address							
Your name (head resident)							
Your title							
RESIDENCE-HALL ACTIVITIES							
I. Social activities							
A. dances							
B. parties (other than dances)							
C. dinners, suppers, breakfasts, luncheons							
D. teas							
E. picnics							
Others (name them)							
II. Manners and customs (acceptable in the hall)							
A. conduct and dress in living rooms, dining rooms							
B. receiving callers: time, place, frequency							
C. introducing people							
Others (name them)							
III. Recreation and athletic activities							
A. Hall activities							
1. playing piano							
2. playing records (player owned by hall)							
3. playing radio							
4. playing ping pong							
5. playing cards							
6. playing checkers							
Others (name them)							
B. Campus activities open to women in halls							
1. riflery							
2. bowling							
3. badminton							
4. tennis							
5. fencing							
6. volley ball							
7. baseball							
8. basket ball							
9. hockey							
10. golf							
11. swimming							
12. horseback riding							
13. archery							
14. hiking							
Others (name them)							
Are there hall teams for inter-hall or intramural sport?							

	Provided				Not Provided			
	Proving very worth-while	Creditable but not outstanding	Ineffective	But need it and should have it	Cared for else- where on campus	Does not seem important to us		
RESIDENCE-HALL ACTIVITIES								
IV. Publicity and journalism								
A. publishing hall paper								
B. hall news in school paper								
C. making posters								
D. making scrap book								
Others (name them)								
V. Dining room management								
A. Seating								
1. assigned periodically and mixed								
2. sit anywhere								
B. Training in table etiquette								
C. Music at meal time								
1. instrumental								
2. group singing								
D. conference with dietitian on special problems								
Others (name them)								
VI. Leadership training of:								
A. elected officers								
B. residents interested in developing leadership qualities								
Others (name them)								
VII. Discussion groups								
A. personal problems								
B. topics of community or national interest								
C. race								
D. religion								
Others (name them)								
VIII. Music								
A. sings								
B. record concerts								
C. practice hours								
D. using hall talent when entertaining								
E. arranging for individuals or groups to attend concerts of interest to them								
F. chorus								
Others (name them)								

	Provided				Not Provided			
	Proving very worth-while	Creditable but not outstanding	Ineffective	But need it and should have it	Cared for else- where on campus	Does not seem important to us		
RESIDENCE-HALL ACTIVITIES								
IX. Art								
A. making decorations, programs, etc. for hall functions								
B. suggestions for redecorating hall								
C. developing good taste in decorating own room								
D. trips to exhibits and museums								
Others (name them)								
X. Drama								
A. plays and skits								
B. pantomimes								
C. readings								
D. puppets								
E. arranging for individuals and groups to attend plays								
Others (name them)								
XI. Library activities								
A. selecting reading lists for library								
B. using library								
C. operating library								
Others (name them)								
XII. Religious activities								
A. prayer service								
B. inviting ministers to hall								
Others (name them)								
XIII. Tutoring								
XIV. Cultivating health habits								
XV. Student-faculty activities								
A. dinners								
B. discussion groups, lectures, etc.								
Others (name them)								
XVI. Integration of activities								
A. inter-hall activities								
B. campus and hall activities								
C. community and hall activities								
Others (name them)								

	Provided	Not Provided
	Proving very worth-while Creditable but not outstanding Ineffective But need it and should have it Cared for else- where on campus Does not seem important to us	
RESIDENCE-HALL ACTIVITIES		
I. Student government		
J. Orderly habits in the use of living rooms, bath rooms, laundry facilities, sewing machines, phones, etc.		
K. House services		
A. gratuitous		
1. receptionist		
2. telephone operator		
3. mail clerk		
4. information clerk		
5. librarian		
6. house manager		
7. dining room manager		
Others (name them)		
B. remunerative		
1. receptionist		
2. telephone operator		
3. mail clerk		
4. information clerk		
5. librarian		
6. stenographer		
7. house maid		
8. waitress		
Others (name them)		
L. Altruistic projects (participation in such activities as U.S.O., nurses aid, gifts to needy, materials for hospitals, etc.)		
M. Others. Kindly name any other activities not included in main categories above		

Now will you please go back over the "PROVIDED" column and draw a circle around the checks representing those activities in which the students have had primary responsibility for initiation, development and control.

APPENDIX D

Chicago, Illinois
February 7, 1946

May I take this opportunity to thank you for returning the "Preliminary Schedule concerning Residence-Hall Activities." On the basis of information gathered through such schedules several campuses have been selected on which to study the residence-hall programs more intensively; yours is among these. Would you and the head resident (or residents) concerned be willing to cooperate further by permitting me to come to the campus to make such a study? This work is being done for my doctoral dissertation at the University of Chicago and the main objective is to learn something of the possible contributions of the residence-hall program to the educational program of colleges and universities. Such contributions can best be explored in actual situations with the help of persons who are genuinely interested. It is hoped that such cooperative-study experience may prove mutually beneficial to all the participants.

The intensive study proposed above would aim chiefly:

1. To determine the nature of the activities in the hall in which students may participate.
2. To determine the methods, techniques and agencies used to induce and encourage such participation.
3. To locate those activities in which students have primary responsibility for initiation, development and control.
4. To acquire information regarding some factors which might influence the nature of the program, such as size of community, percentage of women students housed in college-operated halls, purpose for which building was erected, number of students in the hall, and other questions.

Information concerning the first three points could best be gathered through personal interview with the head resident and a few students; such interviews would be fairly exhaustive and would take considerable time. The information could be valuably supplemented by observation, and to this end it would be most helpful if it could be arranged for me to live in the hall for, say, a two-day period.

Information concerning the fourth point is largely factual data such as could be gathered from your office or from other administrative offices on the campus.

I hope to make the investigations as outlined within the next few weeks. An itinerary will be planned as soon as replies to this letter are received. If your reply is favorable I will get in touch with you to make definite plans.

Sincerely yours,

(Signed) Florence M. Thompson

APPENDIX E

List of Institutions Which Cooperated in the Intensive Study

Albion College	Albion, Mich.
Ball State Teachers College	Muncie, Ind.
De Pauw University	Greencastle, Ind.
Franklin College	Franklin, Ind.
Indiana University	Bloomington, Ind.
Michigan State College of Agriculture and Applied Sciences	East Lansing, Mich.
Northwestern University	Evanston, Ill.
Rosary College	River Forest, Ill.
University of Chicago	Chicago, Ill.
University of Michigan	Ann Arbor, Mich.
Western College	Oxford, Ohio
Western Michigan College of Education	Kalamazoo, Mich.

APPENDIX F

FACTUAL DATA SHEET

Form III

I. Community Factors

Population of city or town in or near which college is located: _____

General description: _____

II. Institutional Factors

Nature of institutional organization: _____

Level of tuition fees: _____

Requirements for admission (selectivity): _____

Enrollment: Total (undergraduate) _____ Men _____ Women _____
Total (graduate) _____

Number of women (undergraduate) housed in college-operated halls: _____

Number of women who live at home or commute: _____

Proximity to metropolitan area: _____

Policy of financing residence halls: _____

(a) General budget _____

(b) Separate analysis _____

(c) Status: operates at a profit _____ is self-supporting _____ is subsidized _____

III. Residence Hall Factors

Number of halls on campus: _____

Autonomy of separate halls: much _____ some _____ little _____

Is there a central hall in which most social activities take place? Yes _____ No _____

Is the hall used for any other purpose (i.e. classrooms)?

Yes _____ No _____ If yes, for what purpose? _____

Is there any combination of activities with that of a men's residence (such as a common dining room)?

Is the hall used regularly by others not living in it (such as commuters)? Yes _____ No _____

How are meals served?

Breakfast: cafeteria _____ table service _____

Lunch: cafeteria _____ table service _____

Dinner: cafeteria _____ table service _____

Number of years hall has been in operation: _____

Physical characteristics: _____

Purpose for which building was erected: _____

Brief description of social rooms: _____

Brief description of recreation rooms: _____

Brief description of other facilities for social purposes,
such as fudge kitchens, etc.:

Method of financing social activities:

Separate fee for each activity: _____

One fee to cover all activities: _____

Combination: _____

Estimated per capita expenditure per year: _____

Plan for admitting women to halls: _____

Plan for assigning rooms: _____

IV. Supervising Personnel

Title of person in charge: _____

Amount of time spent in supervising hall: full _____ $\frac{1}{2}$ _____ $\frac{1}{4}$ _____

What other position(s) does she hold? _____

Training

Institutions attended	Degree	Year
-----------------------	--------	------

1. _____

2. _____

3. _____

Courses in guidance and personnel work:

1. _____

2. _____

3. _____

4. _____

5. _____

Experience

In halls or related kinds of social supervision: _____

Teaching field: _____

Present: _____

Prior: field _____ level _____

Assistants

Describe as to number, rank, amount of time spent, re-
muneration, etc.

APPENDIX G

Form II

INTERVIEW CHECK SHEET

Note: The information asked for below is needed for a composite description of residence-hall activities in a few institutions. Any published use of these responses will not reflect on persons or institutions. Your name is requested in order to make it possible to get in touch with you later.

		Provided	Not Provided				
		Check (X)					
		A Proving very worthwhile	B Creditable but not outstanding	C Ineffective	X But need it and should have it	Y Cared for elsewhere on campus	Z Does not seem important to us
Institution _____							
City _____ State _____							
Name of residence hall _____							
Street address _____							
Number of upper classmen in hall _____							
Number of lower classmen in hall _____							
Name of interviewee (s) _____							
Residence-Hall Activities							
I. Social activities							
A. Dances							
B. Parties (other than dances)							
C. Dinners, suppers, breakfasts, luncheons							
D. Teas							
E. Picnics							
F. Others (name them)							
II. Standards for manners and customs in hall							
A. Conduct and dress in living rooms, dining rooms							
B. Receiving callers: time, place, frequency							
C. Introducing people							
D. Others (name them)							
III. Recreation and athletic activities							
A. Hall activities							

APPENDIX G--Continued

How Is Each Activity Encouraged?

Check (X) One Or More Below

1	House meetings	
2	House council	
3	Inter-hall council	
4	House officers	
5	Floor meetings	
6	Committee meetings	
7	Clever advertising	
8	House news organ	
9	Bulletin board	
10	Dining room announcement	
11	Organized competitive play	
12	Demonstration i.e. etiquette	
13	Instruction i.e. dancing	
14	Inventory of interests	
15	Suggestion box	
16	Volunteers	
17	Invitation	
18	Student-student guidance	
19	Student-group guidance	
20	Counselor-initiated activity	
21	Student-initiated activity	
22	Campus agency	
23	Tradition	
24	Others (name them)	
25		
26		

APPENDIX G--Continued

Residence-Hall Activities		A	B	C	X	Y	Z
	1. Playing piano						
	2. Playing records (player owned by hall)						
	3. Playing radio						
	4. Playing ping pong						
	5. Playing cards						
	6. Table games						
	7. Informal dancing						
	8. Movies						
	9. Others (name them)						
	B. Campus activities open to women in halls						
	1. Team games						
	2. Individual sports						
	3. Others (name them)						
	4. Are there hall teams for inter- hall or intramural sport?						
IV.	Publicity and journalism						
	A. Publishing hall paper						
	B. Hall news in school paper						
	C. Making posters						
	D. Making scrap book						
	E. Others (name them)						
V.	Dining room management						
	A. Seating						
	1. Assigned periodically and mixed						
	2. Sit anywhere						
	B. Training in table etiquette						
	C. Music at meal time						
	1. Instrumental						
	2. Group singing						
	D. Conference with dietitian on special problems						
	E. Others (name them)						
VI.	Leadership training of:						
	A. Elected officers						
	B. Residents interested in developing leadership qualities						
	C. Student advisers						
	D. Others (name them)						
VII.	Discussion groups						
	A. Personal problems						
	B. Topics of community or national interest						
	C. Race						
	D. Religion						
	E. Others (name them)						

APPENDIX G--Continued

Residence-Hall Activities		A	B	C	X	Y	Z
VIII.	Music						
	A. Sings						
	B. Record concerts						
	C. Practice hours						
	D. Using hall talent when entertaining						
	E. Arranging for individuals or groups						
	to attend concerts of interest to						
	them						
	F. Chorus						
	G. Band and/or orchestra						
	H. Recitals						
	I. Others (name them)						
IX.	Art						
	A. Making decorations, programs, etc.						
	for hall functions						
	B. Suggestions for redecorating hall						
	C. Developing good taste in decorating						
	own room						
	D. Trips to exhibits and museums						
	E. Others (name them)						
X.	Drama						
	A. Plays and skits						
	B. Pantomines						
	C. Readings						
	D. Arranging for individuals and						
	groups to attend plays						
	E. Others (name them)						
XI.	Library activities						
	A. Selecting reading lists for						
	library						
	B. Using library						
	C. Operating library						
	D. Others (name them)						
XII.	Religious activities						
	A. Prayer service						
	B. Inviting ministers to hall						
	C. Bible study						
	D. Student religious organization						
	E. Others (name them)						
XIII.	Tutoring						
XIV.	Cultivating health habits						
XV.	Student-faculty activities						
	A. Dinners						
	B. Discussion groups, lectures, etc. .						
	C. Others (name them)						

APPENDIX G--Continued

Residence-Hall Activities		A	B	C	X	Y	Z
XVI.	Integration of activities						
	A. Inter-hall activities						
	B. Campus and hall activities						
	C. Community and hall activities						
	D. Others (name them)						
XVII.	Student government						
XVIII.	Orderly habits in the use of living rooms, bath rooms, laundry facilities, sewing machines, phones						
XIX.	House services						
	A. Gratuitous work done by students						
	1. Receptionist						
	2. Telephone operator						
	3. Mail clerk						
	4. Information clerk						
	5. Librarian						
	6. House mother						
	7. Dining room manager						
	8. Others (name them)						
	B. Remunerative work done by students						
	1. Receptionist						
	2. Telephone operator						
	3. Mail clerk						
	4. Information clerk						
	5. Librarian						
	6. Stenographer						
	7. House maid						
	8. Waitress						
	9. Kitchen work						
	10. Laundry agent						
	11. Elevator girls						
	12. Others (name them)						
XX.	Altruistic projects (participation in such activities as U. S. O., nurses aid, gifts to needy, materials for hospitals, etc.)						
XXI.	Others. Kindly name any other activities not included in main categories above						

Note: Now will you please go back over the "Provided" column and draw a circle around the checks representing those activities in which the students have had primary responsibility for initiation, development, and control.

APPENDIX H

PERCENTAGE OF ACTIVITIES THAT ARE PROVIDED OR NOT PROVIDED IN 167 INSTITUTIONS

Activities	Total Number of Re- sponses	Percentage Provided			Percentage Not Provided		
		In Hall	Else- where	Total	Needed	Not Impor- tant	Total
Social activities							
A. Dances	158	73.4	22.8	96.2	3.2	0.6	3.8
B. Parties	155	91.0	6.5	97.5	2.6	0.0	2.6
C. Dinners etc.	145	80.0	14.5	94.5	4.8	0.7	5.5
D. Teas	154	84.4	10.4	94.8	3.9	1.3	5.2
E. Picnics	144	69.4	27.1	96.5	1.4	2.1	3.5
Total	756	79.8	16.1	95.9	3.2	0.9	4.1
Manners and customs							
A. Conduct	150	97.3	1.3	98.6	1.3	0.0	1.3
B. Callers	149	97.3	0.7	98.0	1.3	0.7	2.0
C. Introducing .	135	95.6	0.7	96.3	3.7	0.0	3.7
Total	434	96.8	0.9	97.7	2.1	0.2	2.3
Recreation							
A. Hall activities							
1. Piano	160	98.1	1.2	99.3	0.6	0.0	0.6
2. Records ..	152	72.4	13.8	86.2	11.8	2.0	13.8
3. Radio	156	88.5	14.5	93.0	6.4	0.6	7.0
4. Ping pong	145	67.6	24.1	91.7	7.6	0.7	8.3
5. Cards	147	87.1	5.4	92.5	2.0	5.4	7.4
6. Checkers .	96	61.5	8.3	69.8	4.2	26.0	30.2
Total ..	856	80.6	9.5	90.1	5.5	4.4	9.9
B. Campus activ- ities							
1. Riflery ..	75	32.0	17.3	49.3	5.3	45.3	48.6
2. Bowling ..	113	40.7	38.1	78.8	12.4	8.8	21.2
3. Badminton	152	57.2	41.4	98.6	1.3	0.0	1.3
4. Tennis ...	161	57.8	41.6	99.4	0.6	0.0	0.6
5. Fencing ..	86	32.6	44.2	76.8	3.5	19.8	23.3
6. Volley ball	159	57.2	41.5	98.7	1.3	0.0	1.3
7. Baseball .	147	55.8	39.5	85.3	0.7	4.1	4.8
8. Basketball	153	57.5	41.8	99.3	0.7	0.0	0.7
9. Hockey ...	138	50.7	43.5	94.2	0.0	5.8	5.8
10. Golf	126	46.0	42.9	88.9	2.4	8.7	11.1
11. Swimming .	149	53.7	42.3	96.0	4.0	0.0	4.0
12. Riding ...	127	45.7	40.2	85.9	7.9	6.3	14.2
13. Archery ..	152	57.9	38.8	96.7	2.0	1.3	3.3

APPENDIX H--Continued

Activities	Total Number of Re- sponses	Percentage Provided			Percentage Not Provided		
		In Hall	Else- where	Total	Needed	Not Import- tant	Total
14. Hiking ...	145	62.8	31.7	94.5	2.1	3.4	5.5
Total ..	1,883	52.3	39.6	91.9	2.8	5.4	8.2
Hall teams	102	83.3	14.7	98.0	0.0	2.0	2.0
Publicity and journalism							
A. Hall paper ..	113	23.0	25.7	48.7	5.3	46.0	51.3
B. School paper	142	72.5	18.3	90.8	1.4	7.7	9.1
C. Posters	134	76.1	13.4	89.5	1.5	9.0	10.5
D. Scrap book ..	104	46.2	8.7	54.9	10.6	34.6	45.2
Total ..	493	56.6	16.6	73.2	4.3	22.5	26.8
Dining							
A. Seating							
1. Assigned .	95	86.3	5.3	91.6	3.2	5.3	8.5
2. Anywhere .	81	96.3	2.5	98.8	1.2	0.0	1.2
B. Etiquette ...	119	70.6	3.4	74.0	21.0	5.0	26.0
C. Music							
1. Instrumental	86	58.1	3.5	61.6	4.7	33.7	38.4
2. Group sing- ing	116	81.0	5.2	86.2	1.7	12.1	13.8
D. Conference ..	121	81.8	7.4	89.2	7.4	3.3	10.7
Total ..	618	78.8	4.7	83.5	7.1	9.4	16.5
Leadership training							
A. Officers	153	86.3	3.3	89.6	10.5	0.0	10.5
B. Residents ...	139	81.3	4.3	85.6	13.7	0.7	14.4
Total ..	292	83.9	3.8	87.7	12.0	0.3	12.3
Discussion groups							
A. Personal	138	63.0	25.4	88.4	10.9	0.7	11.6
B. Community ...	142	39.4	52.1	91.5	7.7	0.7	8.4
C. Race	129	25.6	63.6	89.2	10.9	0.0	10.9
D. Religion	133	37.6	55.6	93.2	6.8	0.0	6.8
Total ..	542	41.7	48.9	90.6	9.0	0.4	9.4
Music							
A. Sings	146	70.5	26.0	96.5	2.7	0.7	3.4
B. Records	134	33.6	54.5	88.1	9.0	3.0	12.0
C. Practice	119	24.4	68.1	92.5	4.2	3.4	7.6
D. Entertaining	148	90.5	6.8	97.3	1.4	1.4	2.8
E. Concerts	144	59.0	32.6	91.6	4.9	3.5	8.4
F. Chorus	137	36.5	62.0	98.5	0.0	1.5	1.5
Total ..	828	53.9	40.3	94.2	3.6	2.2	5.8

APPENDIX H--Continued

Activities	Total Number of Re- sponses	Percentage Provided			Percentage Not Provided		
		In Hall	Else- where	Total	Needed	Not Import- tant	Total
Art							
A. Decorations ..	154	91.6	5.2	96.8	1.9	1.3	3.2
B. Suggestions ..	112	45.5	33.0	78.5	9.8	11.6	21.4
C. Good taste ..	140	80.0	5.0	85.0	10.0	5.0	15.0
D. Trips	117	28.2	54.7	82.9	9.4	7.7	17.1
Total ..	523	64.4	22.2	86.6	7.5	5.9	13.4
Drama							
A. Plays	148	43.2	54.1	97.3	0.7	2.0	2.7
B. Pantomines ..	104	35.6	55.8	91.4	1.0	7.7	8.7
C. Readings	113	38.1	54.0	92.1	0.9	7.1	8.0
D. Puppets	76	9.2	67.1	76.3	2.6	21.1	23.7
E. Attend plays	124	42.7	45.2	87.9	3.2	8.9	12.1
Total ..	565	36.1	54.2	90.3	1.6	8.1	9.7
Library							
A. Selecting ...	123	30.1	57.7	87.8	8.9	3.3	12.2
B. Using	134	47.8	47.8	95.6	4.5	0.0	4.5
C. Operating ...	114	36.8	54.4	91.2	7.0	1.8	8.8
Total ..	371	38.5	53.1	91.6	6.7	1.6	8.3
Religion							
A. Prayer	134	41.8	54.5	96.3	2.2	1.5	3.7
B. Ministers ...	118	55.9	29.7	85.6	5.9	8.5	14.4
Total ..	252	48.4	42.9	91.3	4.0	4.8	8.8
Tutoring	114	32.5	54.4	86.9	7.9	5.3	13.2
Health habits	134	61.2	28.4	89.6	9.7	0.7	10.4
Student-faculty							
A. Dinners	131	74.0	15.3	89.3	9.2	1.5	10.7
B. Discussions ..	127	44.9	47.2	92.1	7.9	0.0	7.9
Total ..	258	59.7	31.0	90.7	8.5	0.8	9.3
Integration							
A. Inter-hall ..	117	84.6	2.6	87.2	6.8	6.0	12.8
B. With campus ..	128	86.7	5.5	92.2	5.5	2.3	7.8
C. With community	103	66.0	12.6	78.6	9.7	11.7	21.4
Total ..	348	80.0	6.6	86.6	7.2	6.3	13.5
Student government	147	98.0	2.0	100.0	0.0	0.0	0.0
Orderly habits ...	160	100.0	0.0	100.0	0.0	0.0	0.0
House services							
A. Gratuitous							
1. Receptionist	49	81.6	8.2	89.8	4.1	6.1	10.2
2. Telephone ..	44	77.3	11.4	88.7	2.3	9.1	11.4
3. Mail	38	60.5	26.3	86.8	5.3	7.9	13.2

APPENDIX H--Continued

Activities	Total Number of Re- sponses	Percentage Provided			Percentage Not Provided		
		In Hall	Else- where	Total	Needed	Not Impor- tant	Total
4. Informa- tion ...	33	63.6	18.2	81.8	3.0	15.2	18.2
5. Librarian	45	55.6	20.0	75.6	11.1	13.3	24.4
6. House man- ager ...	42	85.7	7.1	92.8	0.0	7.1	7.1
7. Dining room	35	68.6	25.7	94.3	2.9	2.9	5.8
Total ..	286	71.0	16.1	87.1	4.2	8.7	12.9
B. Remunerative							
1. Receptionist	87	88.5	3.4	91.9	3.4	4.6	8.0
2. Telephone .	91	85.7	10.0	95.7	0.0	4.4	4.4
3. Mail	78	74.4	19.2	93.6	0.0	6.4	6.4
4. Information	63	74.6	11.1	85.7	0.0	14.3	14.3
5. Librarian	54	44.4	27.8	72.2	3.7	24.1	27.8
6. Stenogra- pher ...	47	51.1	17.0	68.1	2.1	29.8	31.9
7. House maid	76	84.2	10.5	94.7	0.0	5.3	5.3
8. Waitress .	95	87.4	8.4	95.8	0.0	4.2	4.2
Total ..	591	77.0	12.4	89.4	1.0	9.6	10.6
Altruistic	138	86.9	11.6	98.5	0.7	0.7	1.4

APPENDIX J

EFFECTIVENESS OF ACTIVITIES PROVIDED IN THE RESIDENCE HALLS OF 167 INSTITUTIONS

Activities	Number of Activities				Percentage of Activities				Index of Effectiveness
	Proving Very Worthwhile	Creditable	Ineffective	Total	Proving Very Worthwhile	Creditable	Ineffective	Total	
Social activities									
A. Dances	97	18	1	116	83.6	15.5	0.8	100.0	2.83
B. Parties	120	19	2	141	85.1	13.5	1.4	100.0	2.84
C. Dinners etc. ..	103	11	2	116	88.8	9.5	1.7	100.0	2.87
D. Teas	109	20	1	130	83.8	15.4	0.8	100.0	2.83
E. Picnics	69	27	4	100	69.0	27.0	4.0	100.0	2.65
Total	498	95	10	603	82.6	15.8	1.7	100.1	2.81
Manners and customs									
A. Conduct	85	60	1	146	58.2	41.1	0.7	100.0	2.58
B. Callers	105	38	2	145	72.4	26.2	1.4	100.0	2.71
C. Introducing ...	68	56	5	129	52.7	43.4	3.9	100.0	2.49
Total	258	154	8	420	61.4	36.7	1.9	100.0	2.60
Recreation									
A. Hall activities									
1. Piano	117	39	1	157	74.5	24.8	0.6	99.9	2.74
2. Records	86	22	2	110	78.2	20.0	1.8	100.0	2.76
3. Radio	92	42	4	138	66.7	30.4	2.9	100.0	2.64
4. Ping pong ..	60	31	7	98	61.2	31.6	7.1	99.9	2.54
5. Cards	74	41	13	128	57.8	32.0	10.2	100.0	2.48
6. Checkers ...	26	17	16	59	44.1	28.8	27.1	100.0	2.17
Total	455	192	43	690	65.9	27.8	6.2	99.9	2.60
B. Campus activities									
1. Riflery	16	8	0	24	66.7	33.3	6.0	100.0	2.67
2. Bowling	34	11	1	46	73.9	23.9	2.2	100.0	2.72
3. Badminton ..	67	17	3	87	77.0	19.5	3.4	99.9	2.74
4. Tennis	79	13	1	93	84.9	14.0	1.1	100.0	2.84
5. Fencing	18	9	1	28	64.3	32.1	3.6	100.0	2.61
6. Volley ball	77	14	0	91	84.6	15.4	0.0	100.0	2.85
7. Baseball ...	68	13	1	82	82.9	15.9	1.2	100.0	2.82
8. Basket ball	80	7	1	88	90.9	8.0	1.1	100.0	2.90

APPENDIX J--Continued

Activities	Number of Activities				Percentage of Activities				Index of Effectiveness
	Proving Very Worthwhile	Creditable	Ineffective	Total	Proving Very Worthwhile	Creditable	Ineffective	Total	
9. Hockey	62	8	0	70	88.6	11.4	0.0	100.0	2.89
10. Golf	39	16	3	58	67.2	27.6	5.2	100.0	2.62
11. Swimming ...	74	6	0	80	92.5	7.5	0.0	100.0	2.93
12. Riding	51	6	1	58	87.9	10.3	1.7	99.9	2.86
13. Archery	67	20	1	88	76.1	22.7	1.1	99.9	2.75
14. Hiking	66	22	3	91	72.5	24.2	3.3	100.0	2.69
Total	798	170	16	984	81.1	17.3	1.6	100.0	2.79
Hall teams	76	9	0	85	89.4	10.6	0.0	100.0	2.89
Publicity and journalism									
1. Hall paper .	18	8	0	26	69.2	30.8	0.0	100.0	2.69
2. School paper	60	40	3	103	58.3	38.2	2.9	100.0	2.55
3. Posters	73	27	2	102	71.6	26.5	2.0	100.0	2.70
4. Scrap book .	28	19	1	48	58.3	39.6	2.1	100.0	2.56
Total	179	94	6	279	64.2	33.7	22.2	100.0	2.62
Dining									
A. Seating									
1. Assigned ...	62	18	2	82	75.7	21.9	2.4	100.0	2.73
2. Anywhere ...	42	27	9	78	53.9	34.6	11.5	100.0	2.42
B. Etiquette	40	37	7	84	47.6	44.1	8.3	100.0	2.39
C. Music									
1. Instrumental	29	19	2	50	58.0	38.0	4.0	100.0	2.54
2. Group singing	49	37	8	94	52.1	39.4	8.5	100.0	2.44
D. Conference	81	16	2	99	81.9	16.2	2.0	100.1	2.80
Total	303	154	30	487	62.2	31.6	6.2	100.0	2.56
Leadership training									
A. Officers	99	32	1	132	75.0	24.2	0.8	100.0	2.74
B. Residents	76	31	6	113	67.3	27.4	5.3	100.0	2.62
Total	175	63	7	245	71.4	25.7	2.9	100.0	2.69
Discussion groups									
A. Personal	59	28	0	87	67.8	32.2	0.0	100.0	2.68
B. Community	29	25	2	56	51.8	44.6	3.6	100.0	2.48
C. Race	18	14	1	33	54.6	42.4	3.0	100.0	2.51
D. Religion	34	15	1	50	68.0	30.0	2.0	100.0	2.66
Total	140	82	4	226	61.9	36.3	1.8	100.0	2.60

APPENDIX J--Continued

Activities	Number of Activities				Percentage of Activities				Index of Effectiveness
	Proving Very Worthwhile	Creditable	Ineffective	Total	Proving Very Worthwhile	Creditable	Ineffective	Total	
Music									
A. Sings	72	29	2	103	69.9	28.2	1.9	100.0	2.68
B. Records	29	15	1	45	64.4	33.3	2.2	99.9	2.62
C. Practice	21	8	0	29	72.4	27.6	0.0	100.0	2.72
D. Entertaining ..	114	19	1	134	85.1	14.2	0.7	100.0	2.84
E. Concerts	69	16	0	85	81.2	18.8	0.0	100.0	2.81
F. Chorus	43	6	1	50	86.0	12.0	2.0	100.0	2.84
Total	348	93	5	446	78.0	20.9	1.1	100.0	2.77
Art									
A. Decorations ...	113	27	1	141	80.1	19.1	0.7	99.9	2.79
B. Suggestions ...	23	22	6	51	45.1	43.1	11.8	100.0	2.33
C. Good taste	61	47	4	112	54.5	42.0	3.6	100.1	2.51
D. Trips	24	6	3	33	72.7	18.8	9.1	100.0	2.64
Total	221	102	14	337	65.6	30.3	4.2	100.1	2.61
Drama									
A. Plays	47	17	0	64	73.4	26.6	0.0	100.0	2.73
B. Pantomines	21	14	2	37	56.8	37.8	5.4	100.0	2.51
C. Readings	31	10	2	43	72.1	23.3	4.6	100.0	2.67
D. Puppets	4	1	2	7	*	*	*	*	*
E. Attend plays ..	43	7	3	53	81.1	13.2	5.7	100.0	2.75
Total	146	49	9	204	71.6	24.0	4.4	100.0	2.67
Library									
A. Selecting	21	14	2	37	56.8	37.9	5.4	100.1	2.51
B. Using	46	15	3	64	71.9	23.4	4.7	100.0	2.67
C. Operating	29	10	3	42	69.0	23.8	7.1	99.9	2.62
Total	96	39	8	143	67.1	27.3	5.6	100.0	2.62
Religion									
A. Prayer	39	15	2	56	69.6	26.8	3.6	100.0	2.66
B. Ministers	39	24	3	66	59.1	36.4	4.5	100.0	2.55
Total	78	39	5	122	63.9	32.0	4.1	100.0	2.60
Tutoring	16	19	2	37	43.2	51.4	5.4	100.0	2.38
Health habits	34	43	5	82	41.5	52.4	6.1	100.0	2.35
Student-faculty									
A. Dinners	75	22	0	97	77.3	22.7	0.0	100.0	2.77
B. Discussions ...	38	19	0	57	66.7	33.3	0.0	100.0	2.67
Total	113	41	0	154	73.4	26.6	0.0	100.0	2.73

APPENDIX J--Continued

Activities	Number of Activities				Percentage of Activities				Index of Effectiveness
	Proving Very Worthwhile	Creditable	Ineffective	Total	Proving Very Worthwhile	Creditable	Ineffective	Total	
Integration									
A. Inter-hall	67	26	6	99	67.7	26.3	6.1	100.1	2.62
B. With campus ...	81	28	2	111	73.0	25.2	1.8	100.0	2.71
C. With community	36	25	7	68	52.9	36.8	10.3	100.0	2.43
Total	184	79	15	278	66.2	28.4	5.4	100.0	2.61
Student government .	117	26	1	144	81.2	18.1	0.7	100.0	2.81
Orderly habits	89	69	2	160	55.6	43.1	1.3	100.0	2.54
House services									
A. Gratuitous									
1. Receptionist	32	5	3	40	80.0	12.5	7.5	100.0	2.73
2. Telephone ..	23	8	3	34	67.7	23.5	8.8	100.0	2.59
3. Mail	16	6	1	23	69.6	26.1	4.3	100.0	2.65
4. Information	15	4	2	21	71.4	19.1	9.5	100.0	2.62
5. Librarian ..	20	3	2	25	80.0	12.0	8.0	100.0	2.72
6. House manager	34	0	2	36	94.4	0.0	5.6	100.0	2.89
7. Dining manager	21	2	1	24	87.5	8.3	4.2	100.0	2.83
Total ..	161	28	14	203	79.3	13.8	6.9	100.0	2.72
B. Remunerative									
1. Receptionist	67	10	0	77	87.0	13.0	0.0	100.0	2.87
2. Telephone ..	69	8	1	78	88.5	10.3	1.3	100.1	2.87
3. Mail	51	7	0	58	87.9	12.1	0.0	100.0	2.88
4. Information	41	5	1	47	87.2	10.6	2.1	99.9	2.85
5. Librarian ..	21	3	0	24	87.5	12.5	0.0	100.0	2.88
6. Stenographer	21	3	0	24	87.5	12.5	0.0	100.0	2.88
7. House maid .	54	8	2	64	84.4	12.5	3.1	100.0	2.81
8. Waitress ...	75	8	0	83	90.4	9.6	0.0	100.0	2.90
Total ..	399	52	4	455	87.7	11.4	0.9	100.0	2.87
Altruistic	77	40	3	120	64.2	33.3	2.5	100.0	2.62

*Percentage and index not calculated when the number was less than 10.

APPENDIX K

TOTAL NUMBER OF ACTIVITIES BY CATEGORIES, AND THE NUMBER HAVING STUDENT RESPONSIBILITY IN 167 INSTITUTIONS

Category of Activities	Number of Items in Category	Provided in Hall		Evaluated as Proving Very Worthwhile		Evaluated as Creditable		Evaluated as Ineffective	
		Total	With Student Responsibility	Total	With Student Responsibility	Total	With Student Responsibility	Total	With Student Responsibility
Social	5	603	320	498	268	95	49	10	3
Manners and customs	3	420	73	258	49	154	24	8	0
Recreation--hall	6	690	312	455	205	192	90	43	17
Recreation--campus	14	984	143	798	110	170	32	16	1
Hall teams	1	85	22	76	22	9	0	0	0
Publicity	4	279	157	179	112	94	41	6	4
Dining room	6	487	121	303	80	154	39	30	2
Leadership training	2	245	72	175	63	63	9	7	0
Discussion groups	4	226	61	140	38	82	22	4	1
Music	6	446	200	348	159	93	39	5	2
Art	4	337	161	221	118	102	41	14	2
Drama	5	204	92	146	72	49	19	9	1
Library	3	143	38	96	27	39	10	8	1
Religious	2	122	58	78	39	39	18	5	1
Tutoring	1	37	2	16	1	19	1	2	0
Health	1	82	7	34	5	43	2	5	0
Student-faculty	2	154	45	113	37	41	8	0	0
Integration	3	278	108	184	82	79	26	15	0
Student government	1	144	77	117	68	26	9	1	0
Orderly habits ..	1	160	29	89	22	69	7	2	0
Hse. serv. grat. .	7	203	36	161	29	28	7	14	0
Hse. serv. rem. .	8	455	18	399	17	52	1	4	0
Altruistic	1	120	58	77	44	40	13	3	1

APPENDIX L

ACTIVITIES PROVIDED AS SHOWN BY ORIGINAL QUESTIONNAIRES FROM TWELVE INSTITUTIONS STUDIED INTENSIVELY

Activities	Total Number of Responses	Number Provided in Hall	Percentage Provided in Hall
Social	58	28	89.7
Manners and customs	30	29	96.7
Recreation--hall ...	64	59	92.1
Recreation--campus .	140	72	51.4
Hall teams	11	8	72.7
Publicity	41	30	73.2
Dining room	52	46	88.5
Leadership	25	25	100.0
Discussion	42	22	52.4
Music	64	40	62.5
Art	42	24	57.1
Drama	50	26	52.0
Library	29	15	51.7
Religious	22	10	45.5
Tutoring	9	3	*
Health habits	10	9	90.0
Student-faculty	23	16	69.6
Integration	28	21	75.0
Student government .	11	11	100.0
Orderly habits	12	12	100.0
Hse. serv. grat. ...	31	23	74.2
Hse. serv. rem.	55	44	80.0
Altruistic	13	10	76.9

*Percentage not computed where number of cases was less than 10.

APPENDIX I--ContinuedACTIVITIES PROVIDED AS SHOWN BY STUDENTS IN TWELVE
INSTITUTIONS STUDIED INTENSIVELY

Activities	Total Number of Responses	Number Provided in Hall	Percentage Provided in Hall
Social	58	49	84.5
Manners and customs	35	32	91.4
Recreation--hall ...	83	65	78.3
Recreation--campus .	20	5	25.0
Hall teams	7	7	*
Publicity	37	29	78.4
Dining room	62	49	79.0
Leadership	36	6	16.7
Discussion	49	4	8.2
Music	91	29	31.9
Art	47	16	34.0
Drama	46	20	43.5
Library	37	26	70.3
Religious	44	4	9.1
Tutoring	12	0	0.0
Health habits	12	3	25.0
Student-faculty	24	11	45.8
Integration	39	19	59.4
Student government .	12	12	100.0
Orderly habits	12	10	83.3
Hse. serv. grat. ...	22	3	13.6
Hse. serv. rem.	60	60	100.0
Altruistic	10	5	50.0

*Percentage not computed where number of cases was less than 10.

APPENDIX L--Continued

ACTIVITIES PROVIDED AS SHOWN BY HEAD RESIDENTS IN
TWELVE INSTITUTIONS STUDIED INTENSIVELY

Activities	Total Number of Responses	Number Provided in Hall	Percentage Provided in Hall
Social	53	47	88.7
Manners and customs	34	34	100.0
Recreation--hall ...	77	71	92.2
Recreation--campus .	22	13	59.1
Hall teams	7	7	*
Publicity	33	25	75.8
Dining room	56	43	76.8
Leadership	28	17	60.7
Discussion	39	8	20.5
Music	76	35	46.0
Art	38	23	60.5
Drama	38	18	47.4
Library	28	19	67.9
Religious	37	13	35.1
Tutoring	8	0	*
Health habits	10	7	70.0
Student-faculty	22	14	63.6
Integration	15	17	88.2
Student government .	12	12	100.0
Orderly habits	6	6	*
Hse. serv. grat. ...	6	5	*
Hse. serv. rem.	59	54	91.5
Altruistic	9	8	*

*Percentage not computed where number of cases
was less than 10.

APPENDIX L--Continued

EFFECTIVENESS AS SHOWN BY ORIGINAL QUESTIONNAIRES FROM
TWELVE INSTITUTIONS STUDIED INTENSIVELY

Activities	Provided				
	Number Proving Very Worth- while	Number Creditable	Number Ineffec- tive	Total	Index
Social	44	6	2	52	2.79
Manners and customs	20	9	0	29	2.69
Recreation--hall ..	44	13	2	59	2.71
Recreation--campus	48	21	3	72	2.62
Hall teams	7	1	0	8	*
Publicity	23	7	0	30	2.77
Dining room	29	15	2	46	2.63
Leadership	19	5	1	25	2.72
Discussion	14	8	0	22	2.64
Music	30	13	1	40	2.93
Art	19	5	0	24	2.79
Drama	19	5	2	26	2.65
Library	12	3	0	15	2.80
Religious	5	5	0	10	2.50
Tutoring	3	0	0	3	*
Health habits	3	6	0	9	*
Student-faculty ...	12	4	0	16	2.75
Integration	19	2	0	21	2.90
Student government	9	2	0	11	2.82
Orderly habits	5	7	0	12	2.42
Hse. serv. grat. ..	21	2	0	23	2.91
Hse. serv. rem. ...	35	9	0	44	2.80
Altruistic	7	3	0	10	2.70

*Index not computed where number of cases was less than
10.

APPENDIX L--ContinuedEFFECTIVENESS AS SHOWN BY STUDENTS IN TWELVE
INSTITUTIONS STUDIED INTENSIVELY

Activities	Provided				
	Number Proving Very Worth- while	Number Creditable	Number Ineffec- tive	Total	Index
Social	33	13	3	49	2.88
Manners and customs	21	9	2	32	2.59
Recreation--hall ...	49	9	7	65	2.65
Recreation--campus .	4	1	0	5	*
Hall teams	5	2	0	7	*
Publicity	18	8	3	29	2.52
Dining room	25	18	6	49	2.39
Leadership	4	2	0	6	*
Discussion	2	1	1	4	*
Music	23	5	1	29	2.76
Art	11	4	1	16	2.62
Drama	15	5	0	20	2.75
Library	11	7	8	26	2.11
Religious	2	2	0	4	*
Tutoring	0	0	0	0	*
Health habits	1	1	1	3	*
Student-faculty	6	4	1	11	2.45
Integration	9	7	3	19	2.52
Student government .	12	0	0	12	3.0
Orderly habits	3	7	0	10	2.30
Hse. serv. grat. ...	3	0	0	3	*
Hse. serv. rem.	60	0	0	60	3.0
Altruistic	3	2	0	5	*

*Index not computed where number of cases was less than 10.

APPENDIX L--ContinuedEFFECTIVENESS AS SHOWN BY HEAD RESIDENTS IN TWELVE
INSTITUTIONS STUDIED INTENSIVELY

Activities	Provided				
	Number Proving Very Worth- while	Number Creditable	Number Ineffec- tive	Total	Index
Social	42	5	0	47	2.72
Manners and customs	15	17	2	34	2.38
Recreation--hall ..	44	24	3	71	2.58
Recreation--campus	12	1	0	13	2.92
Hall teams	5	2	0	7	*
Publicity	21	4	0	25	2.84
Dining room	25	13	5	43	2.47
Leadership	11	6	0	17	2.65
Discussion	7	1	0	8	*
Music	24	10	1	35	2.66
Art	17	6	0	23	2.74
Drama	13	5	0	18	2.72
Library	15	4	0	19	2.89
Religious	9	2	2	13	2.54
Tutoring	0	0	0	0	*
Health habits	0	7	0	7	*
Student-faculty ...	8	6	0	14	2.57
Integration	13	2	0	15	2.87
Student government	12	0	0	12	3.0
Orderly habits	5	1	0	6	*
Hse. serv. grat. ..	5	0	0	5	*
Hse. serv. rem. ...	48	6	0	54	2.89
Altruistic	7	1	0	8	*

*Index not computed where number of cases was less than 10.

APPENDIX L--Continued

STUDENT RESPONSIBILITY AS SHOWN BY ORIGINAL QUESTIONNAIRES
FROM TWELVE INSTITUTIONS STUDIED INTENSIVELY

Activities	Number Provided in Hall	Number with Student Responsi- bility	Percentage of Student Responsi- bility
Social	52	28	53.8
Manners and customs	29	7	24.1
Recreation--hall ...	59	27	45.8
Recreation--campus .	72	24	33.3
Hall teams	8	3	*
Publicity	30	14	46.7
Dining room	46	7	15.2
Leadership	25	6	24.0
Discussion	22	10	45.4
Music	40	21	52.5
Art	24	15	62.5
Drama	26	12	46.1
Library	15	8	53.3
Religious	10	4	40.0
Tutoring	3	0	*
Health habits	9	1	*
Student-faculty	16	4	25.0
Integration	21	6	28.6
Student government .	11	9	81.8
Orderly habits	12	4	33.3
Hse. serv. grat. ...	23	3	13.0
Hse. serv. rem.	44	1	2.3
Altruistic	10	6	60.0

*Percentage not computed where number of cases
was less than 10.

APPENDIX L--ContinuedSTUDENT RESPONSIBILITY AS SHOWN BY STUDENTS IN
TWELVE INSTITUTIONS STUDIED INTENSIVELY

Activities	Number Provided in Hall	Number with Student Responsi- bility	Percentage of Student Responsi- bility
Social	49	40	81.6
Manners and customs	32	14	43.7
Recreation--hall ...	65	65	100.0
Recreation--campus .	5	4	*
Hall teams	7	2	*
Publicity	29	21	72.4
Dining room	49	27	55.1
Leadership	6	3	*
Discussion	4	2	*
Music	29	24	82.8
Art	16	14	87.5
Drama	20	18	90.0
Library	26	17	65.4
Religious	4	2	*
Tutoring	0	0	*
Health habits	3	0	*
Student-faculty	11	7	63.6
Integration	19	14	73.7
Student government .	12	9	75.0
Orderly habits	10	6	60.0
Hse. serv. grat. ...	3	3	*
Hse. serv. rem.	60	21	35.0
Altruistic	5	5	*

*Percentage not computed where number of cases was less than 10.

APPENDIX L--ContinuedSTUDENT RESPONSIBILITY AS SHOWN BY HEAD RESIDENTS
IN TWELVE INSTITUTIONS STUDIED INTENSIVELY

Activities	Number Provided in Hall	Number with Student Responsi- bility	Percentage of Student Responsi- bility
Social	47	37	78.7
Manners and customs	34	18	52.9
Recreation--hall ...	71	56	78.9
Recreation--campus .	13	8	87.5
Hall teams	7	3	*
Publicity	25	18	72.0
Dining room	43	16	37.2
Leadership	17	4	23.5
Discussion	8	2	*
Music	35	16	45.7
Art	23	14	60.9
Drama	18	14	77.8
Library	19	9	47.4
Religious	13	4	30.8
Tutoring	0	0	*
Health habits	7	1	*
Student-faculty	14	7	50.0
Integration	15	8	53.3
Student government .	12	8	66.7
Orderly habits	6	2	*
Hse. serv. grat. ...	5	5	*
Hse. serv. rem.	54	9	16.7
Altruistic	8	5	*

*Percentage not computed where number of cases was less than 10.

APPENDIX M

THE FREQUENCY DISTRIBUTION OF METHODS, TECHNIQUES AND AGENCIES
USED TO INDUCE AND ENCOURAGE PARTICIPATION IN ACTIVITIES
IN TWELVE INSTITUTIONS AS SHOWN BY STUDENTS

Techniques	Activities							
	Social Activities	Manners and Customs	Hall Recreation	Campus Recreation	Hall Teams	Publicity	Dining Room Management	Leadership Training
1. House meetings	8	9	2	3	0	3	2	0
2. House council	11	9	4	3	2	5	2	1
3. Inter-hall council	3	2	1	1	2	1	1	1
4. House officers	4	5	2	2	4	3	2	1
5. Floor meetings	6	6	2	2	0	2	3	1
6. Committee meetings	11	2	1	1	0	8	5	1
7. Clever advertising	9	3	2	4	1	4	2	0
8. House news organ	3	1	0	1	0	2	0	0
9. Bulletin board	11	5	4	6	7	4	2	1
10. Dining room announcement ...	7	4	1	3	2	0	0	0
11. Organized competitive play .	0	0	3	5	7	0	0	0
12. Demonstration	2	3	0	0	0	0	1	1
13. Instruction	0	1	0	0	0	0	0	0
14. Inventory of interests	4	1	1	2	1	1	1	1
15. Suggestion box	1	1	0	0	0	5	1	0
16. Volunteers	5	1	2	5	4	6	1	1
17. Invitation	2	0	0	0	0	1	0	0
18. Student-student guidance ...	6	4	1	3	0	1	1	3
19. Student-group guidance	4	1	1	2	0	0	2	1
20. Counselor-initiated activities	7	8	1	1	0	1	4	3
21. Student-initiated activities	3	1	10	3	1	6	4	1
22. Campus agency	4	2	1	5	4	1	0	0
23. Tradition	10	6	1	2	2	3	3	0
Total number used	121	75	40	54	13	57	37	17
Number of schools responding ...	12	12	12	5	7	12	12	6
Average number of methods etc. used per school	10.0	6.3	3.3	*	5.3	4.8	3.1	2.8

*Average was not computed because less than one-half of the schools reporting used any methods, techniques and agencies to encourage participation in the given activity.

APPENDIX M--Continued

Activities														
Discussion Groups	Music	Art	Drama	Library	Religious Activities	Tutoring	Health Habits	Student-Faculty Activities	Integration of Activities	Student Government	Orderly Habits	Hse. Serv. Grat.	Hse. Serv. Rem.	Altruistic Activities
0	5	5	4	3	1	0	3	4	4	8	3	1	0	3
0	4	1	3	2	1	0	3	3	6	9	3	2	0	3
0	1	1	2	2	0	0	1	0	3	3	1	1	0	1
0	2	2	2	2	1	0	1	2	3	5	1	1	0	2
0	3	4	2	3	2	0	1	1	3	7	2	1	0	4
0	6	12	6	3	0	0	0	3	5	6	3	1	0	4
0	2	4	1	1	1	0	1	2	3	2	3	0	1	4
0	1	2	1	0	0	0	0	1	1	1	0	0	0	1
0	3	7	2	2	2	0	2	4	7	9	0	1	1	4
1	2	2	1	2	2	0	0	3	5	5	1	1	0	1
0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
0	2	1	2	2	0	0	0	1	1	1	0	1	1	1
0	1	0	1	1	1	0	0	2	1	2	0	1	0	0
1	4	9	5	2	1	0	0	1	2	1	1	1	1	3
1	2	3	1	0	1	0	0	1	1	1	0	0	1	1
0	5	5	2	1	0	0	0	0	1	3	1	1	2	2
0	1	2	2	1	1	0	2	0	1	5	1	0	0	2
2	2	1	1	3	0	0	3	6	1	4	4	1	3	0
3	7	6	5	3	2	0	1	3	1	6	2	2	9	1
1	1	1	0	0	1	0	0	0	4	1	0	0	0	2
0	2	1	2	0	0	0	0	5	3	5	3	0	0	2
9	57	73	44	34	16	0	17	43	57	84	30	16	19	39
3	12	12	10	9	4	*	3	8	11	12	10	3	12	5
*	4.8	6.1	4.4	3.8	*	*	*	5.4	5.2	8.0	3.0	*	1.8	*

APPENDIX M--Continued

THE FREQUENCY DISTRIBUTION OF METHODS, TECHNIQUES AND AGENCIES
USED TO INDUCE AND ENCOURAGE PARTICIPATION IN ACTIVITIES
IN TWELVE INSTITUTIONS AS SHOWN BY HEAD RESIDENTS

Techniques	Activities							
	Social Activities	Manners and Customs	Hall Recreation	Campus Recreation	Hall Teams	Publicity	Dining Room Management	Leadership Training
1. House meetings	8	7	4	2	0	3	5	2
2. House council	9	8	5	2	1	6	4	6
3. Inter-hall council	3	2	1	2	2	1	1	2
4. House officers	6	4	4	2	4	3	2	4
5. Floor meetings	7	4	3	1	0	3	2	2
6. Committee meetings	10	1	1	1	0	4	5	3
7. Clever advertising	7	3	2	2	1	2	1	0
8. House news organ	3	1	1	0	0	0	1	0
9. Bulletin board	11	7	3	3	6	2	2	1
10. Dining room announcement ...	8	2	2	1	2	0	1	0
11. Organized competitive play .	1	0	1	3	7	0	0	0
12. Demonstration	2	4	0	0	0	0	1	0
13. Instruction	2	1	1	1	1	0	0	1
14. Inventory of interests	5	1	1	2	0	1	1	2
15. Suggestion box	1	0	0	0	0	1	0	0
16. Volunteers	7	0	2	3	4	4	2	3
17. Invitation	6	1	1	1	0	1	0	1
18. Student-student guidance ...	7	4	2	3	0	2	2	3
19. Student-group guidance	4	3	2	2	0	1	3	4
20. Counselor-initiated activities	6	6	1	1	0	1	4	4
21. Student-initiated activities	5	2	7	2	0	3	3	3
22. Campus agency	1	1	1	3	1	3	0	0
23. Tradition	8	3	1	1	2	1	2	0
Total number used	127	65	46	38	31	42	42	41
Number of schools responding ...	12	12	12	7	7	11	12	9
Average number of methods etc. used per school	10.7	5.4	3.8	5.4	4.4	3.8	3.5	4.5

*Average was not computed because less than one-half of the schools reporting used any methods, techniques and agencies to encourage participation in the given activity.

APPENDIX M--Continued

Activities														
Discussion Groups	Music	Art	Drama	Library	Religious Activities	Tutoring	Health Habits	Student-Faculty Activities	Integration of Activities	Student Government	Orderly Habits	Hse. Serv. Grt.	Hse. Serv. Rem.	Altruistic Activities
2	4	2	2	2	1	0	3	4	3	7	4	0	0	4
2	5	4	4	2	1	0	3	3	3	6	3	2	0	6
1	1	1	0	2	0	.	1	1	2	2	1	1	0	2
1	2	3	3	1	1	.	2	2	2	2	2	1	0	4
1	1	3	2	2	0	.	2	1	2	3	2	1	0	2
2	5	8	4	1	0	.	0	4	4	5	2	2	0	5
0	1	0	2	0	0	.	0	0	3	0	2	0	0	1
0	1	1	1	0	0	.	0	0	1	0	1	0	0	1
1	4	2	1	1	0	.	1	2	6	5	2	1	0	5
1	2	1	1	0	1	.	0	2	3	2	0	0	0	1
0	0	0	1	0	0	.	0	0	1	1	1	0	0	0
0	0	0	0	0	0	.	0	0	0	0	0	0	0	0
0	0	0	0	0	0	.	0	0	0	0	0	0	0	0
0	3	2	2	2	0	.	0	1	1	3	0	1	0	1
0	2	6	4	0	0	.	0	0	0	1	0	0	0	0
1	5	0	2	1	0	.	0	1	2	1	0	2	1	3
0	2	0	2	0	1	.	0	1	0	0	0	0	1	0
1	3	4	2	1	1	.	1	1	1	2	3	1	0	2
1	3	3	2	2	1	.	2	1	3	2	3	1	0	3
2	3	6	4	3	1	.	2	4	2	2	3	2	2	2
1	5	3	4	1	3	.	1	1	2	2	1	2	5	2
0	2	1	0	1	3	.	1	0	1	0	0	2	2	4
0	1	2	0	2	1	.	0	6	2	2	2	1	0	1
17	55	52	37	24	15	0	19	38	46	48	32	18	11	49
6	12	12	11	6	6	*	7	7	10	12	5	5	12	8
2.8	4.6	4.3	3.4	4.0	2.5	*	2.7	5.4	4.6	4.0	*	*	.9	6.1

APPENDIX N

PERCENTAGE OF ACTIVITIES PROVIDED IN RESIDENCE HALLS OF TWELVE INSTITUTIONS

Institution	Total Responses	Activities Provided in Hall	Per Cent Provided in Hall
A	61	27	44.3
B	60	42	70.0
C	59	33	55.9
D	47	31	66.0
E	37	37	100.0
F	68	44	64.7
G	53	47	88.7
H	52	39	75.0
J	64	37	57.8
K	78	43	55.1
L	61	43	70.5
M	70	50	71.4

APPENDIX N--ContinuedPERCENTAGE STUDENT RESPONSIBILITY IN RESIDENCE
HALLS OF TWELVE INSTITUTIONS

Institution	Number of Activities Provided in Hall	Activities Provided with Student Responsi- bility	Per Cent of Student Responsi- bility
A	27	15	55.6
B	42	0	0.0
C	33	19	57.6
D	31	16	51.6
E	37	23	62.1
F	44	32	72.7
G	47	13	27.7
H	39	20	51.3
J	37	30	81.1
K	43	17	39.5
L	43	26	60.5
M	50	48	96.0

PERCENTAGE OF METHODS, TECHNIQUES AND AGENCIES USED
TO INDUCE AND ENCOURAGE PARTICIPATION IN SOCIAL
ACTIVITIES IN TWELVE INSTITUTIONS

Institution	Total Number of Methods	Methods Used in Social Activities	Per Cent of Methods Used
A	23	1	4.4
B	23	13	56.5
C	23	12	52.2
D	23	5	21.7
E	23	4	17.4
F	23	12	52.2
G	23	10	43.5
H	23	14	60.9
J	23	6	26.1
K	23	15	65.2
L	23	15	65.2
M	23	20	87.0

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